

August 1961

# SCHOOL MANAGEMENT

*Education Library*

PRACTICAL SOLUTIONS TO SCHOOL MANAGEMENT PROBLEMS

**WHY, WHEN AND HOW  
TO FIRE A  
SUPERINTENDENT**



A BETTER WAY TO GET  
**Accurate  
Enrollment  
Predictions**

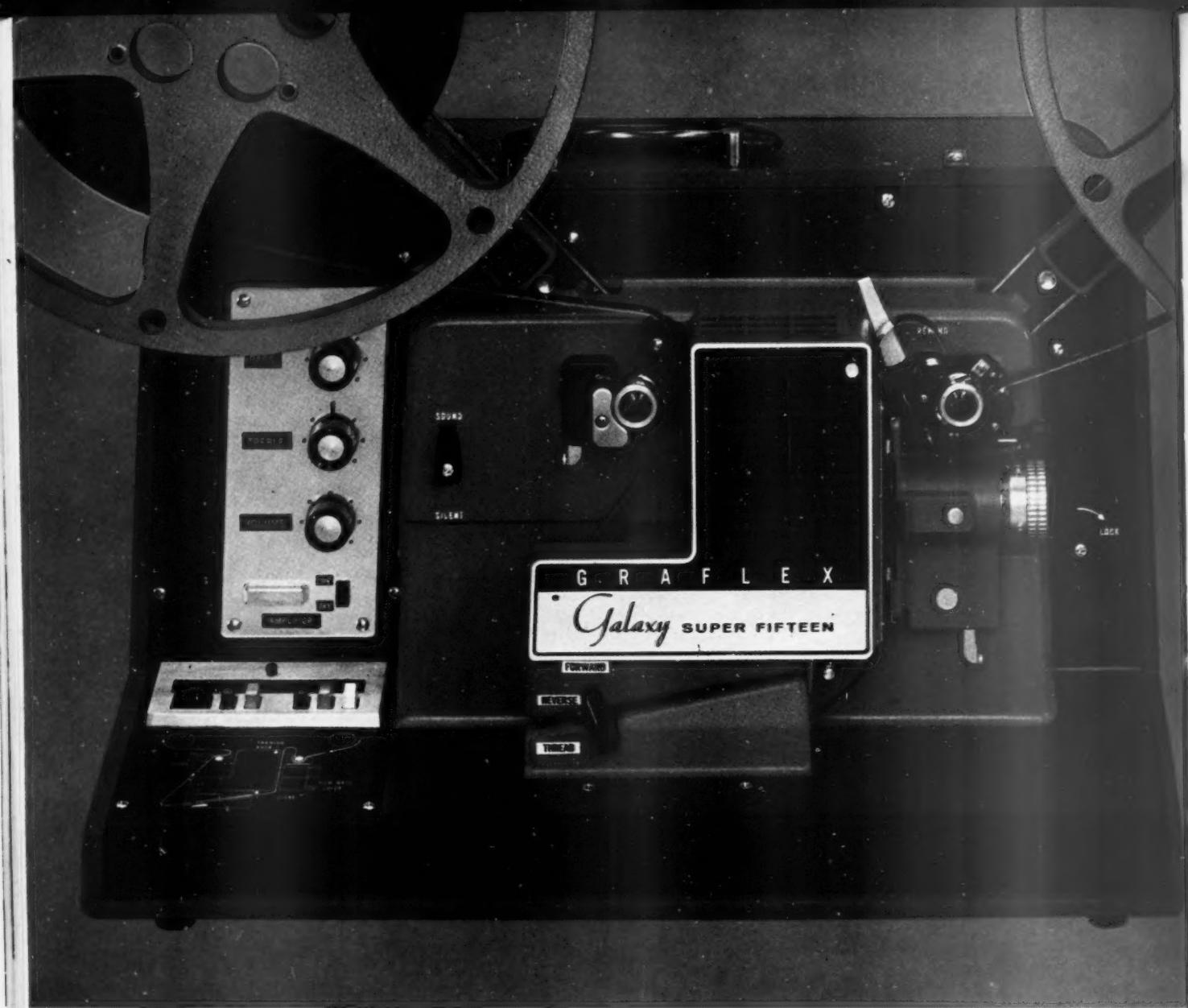
**HOW TO GET  
YOUR TAXPAYERS  
TO LISTEN...**



TRENDS  
IN

**School Food Service**

SEE COMPLETE CONTENTS ON PAGE 2



## \*The proof is in its performance

Teachers, AV directors, school management people, and those whose very success depends upon the best presentation of their product . . . film *producers* . . . are unanimously enthusiastic about the performance of this remarkable new projector.

Such enthusiasm is more than justified, for no other 16mm projector even approaches the picture, or sound quality, or ease of operation of the Galaxy. Only a carbon arc delivers more brilliance . . . only a professional 35mm projector equals its sound quality . . . and only a simple silent projector is as easy to use.

**Take a closer look!** See how easy (and fast) it is to set up. Top mounted reel arms are permanently attached . . . fold for storage, yet snap into "running" position instantly. Speakers are contained in the lift-off cover for use at the projector or, for best sound distribution, at the screen.

And, for something you can get really enthusiastic about, look at the threading. On the Galaxy it's easier (and more positive) than any other sound projector. Flip a lever and the lens mount *slides* forward, opening the gate for quick, easy film positioning . . . just like a professional projector. Slide film in the diagonal slot, turn a lever, and the sound head is automatically threaded . . . automatically "looped" and in exact-to-the-frame sync.

**Brilliance...Galaxy is brighter** than any other 16mm projector. A new, exclusive high-intensity lamp has allowed us to do away completely with dust-catching, light-stealing condensers, heat filters and external reflectors. Two light levels, provide the brilliance best suited to the projection conditions: Classroom? Use the "Normal" setting, extend lamp life up to 150 hours. Auditorium? Use the picture-bright "Hi" setting for brilliance greater than any other projector—at the touch of a button you select brilliance equal to either 800 or 1250 watts.

**SOUND HEAD  
THREADING IS  
GONE—FOR GOOD!**

You can forget about sound loops, 26-frame leads, tension, idlers, equalizers . . . with the Galaxy you'll never have to thread a sound head again, nor wait while someone else does. Just slide the film into the wide diagonal slot and flip a single lever. You're all set to project . . . the film is in position . . . and in sync . . . in a second.

**You owe it to yourself  
to SEE the unequalled brilliance\***  
**HEAR the unsurpassed sound\***  
**TRY the unique operation\***

of the ALL-NEW  
*Galaxy*® by **GRAFLEX**

With this increased brilliance the Galaxy represents the coolest operating projector ever designed. With our exclusive lamp only visible light is directed to the film . . . heat rays (which reach the film on other projectors) are diverted to the back of the lamp housing and harmlessly dissipated. This cooler light requires little shielding . . . provides brighter "still" pictures, too, than any other movie projector. And, it's a coolness you can actually feel. Put your hand in front of the lens, on the lamp housing, or anywhere on the projector . . . prove to yourself that the Galaxy is the coolest-operating projector ever designed.

**With these features alone, Galaxy is the best** on the market, but we've added more . . . the finest sound system of any 16mm projector. From the exclusive hiss-free phototransistor pickup to the full 15-watt high fidelity amplifier, it's an all-new system. And it delivers 50 to 15,000 cps response . . . far greater than the capacity of 16mm sound tracks . . . with distortion-free volume

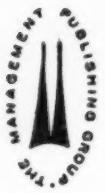
for any size audience. For the first time you get separate bass and treble controls for the most distinct speech . . . the most realistic music.

**Push-buttons give you full fingertip control** of your screenings. And, when you have finished showing your film . . . relax! With Galaxy's simplified rewind you don't change reels, reel arms or belts. Just flip a lever, push a button and the film is quickly rewound.

See for yourself the unique brilliance . . . hear the outstanding sound quality . . . and witness the new operating simplicity of which only the Galaxy is capable. Ask your Grafex AV dealer for a demonstration or, if you prefer, drop us a note and we will have our representative contact you. Audiovisual Department, Grafex, Inc., Rochester 3, N. Y. In Canada: Grafex of Canada Limited, 47 Simcoe St., Toronto 1, Ont.

**GRAFLEX®**  
A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION 

(Circle number 708 for more information)



# SCHOOL MANAGEMENT

August 1961

## Features

### Why, when and how to fire a superintendent

28

*Finis Engleman, Executive Secretary of the AASA, and Richard B. Kennan, Executive Secretary of the National Defense Commission answer questions about firing a superintendent.*

### How to get your taxpayers to listen

36

*In Mt. Vernon, Ill., schoolmen invite citizens to breakfast meetings where they can probe, and get answers from, the superintendent. Here's how this public relations device works.*

### How to stop wasting your time

36

*Can you call your time your own? Are you wasting it with routine or insignificant matters? Here's how to cut your workload, add pleasure to your job, be more valuable to your district.*

### Guaranteed: Accurate enrollment predictions

39

*Faulty forecasting of enrollment could cost your community money, or deprive students of a chance for a first-class education. Here's an easy way to predict exact enrollment figures.*

### A low cost way to better guidance in the elementary grades

41

*Here's how Lawndale, Calif., reorganized its elementary schools to provide better specialized teaching and, at the same time, to beef up its teacher-run guidance program.*

### Trends in school feeding

45

*What's new and good in school feeding? Here, four experts describe some of the new ideas, challenge some accepted practices, and look ahead to what may be coming.*

**Editor:** Paul Abramson; **Associate Editor:** Bernard Weiss; **Art Director:** Laurence Lustig; **Production Manager:** Joan A. Longnecker; **Advertising-Production:** Elaine M. Lesta; **Production Services:** Nancy Laemmel; **Copy Editor:** Elizabeth A. Fleming; **Associates:** Dr. Orlando F. Furno, *Educational Research*; Richard Flambert, *Food Service*; Dr. Stephen F. Roach, *School Law*; **Circulation:** James Vinisko, *Supervisor*; Marie LaGuardia.

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VOL. 5 NO. 8

## Short Reports

Student discipline	14
<i>How to get your students to Dress Right!</i>	
Transportation	44
<i>How to make motorists stop for school buses</i>	
Personnel	56
<i>How to find and hire the hard-to-get teachers</i>	

## Departments

Letters	6
Yours for the asking	10
School law	16
News of the schools	25
Press releases	71
Reader service section	76

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## Hobart presents a POWER DICER attachment

**Here's new versatility** for your Hobart mixer or food cutter—the Power Dicer attachment. Now you can dice vegetables (plus firm fruits like apples) and cut French fries as efficiently as with machines costing hundreds of dollars more!

**You don't sacrifice** valuable work space. This new Power Dicer attaches to your Hobart mixer or food cutter. Stores out of the way when not in use.

**Save time preparing** potato salad and many other items that require diced potatoes, turnips, onions, celery, eggs, etc. Ever try dicing cucumbers—or cheese? Your Power Dicer will encourage new ideas...new combinations.

**Several sizes of grids available**—Readily adapts for  $\frac{1}{2}$ ",  $\frac{3}{8}$ ", or  $\frac{1}{4}$ " dicing or cutting. Simplified dicer construction makes cleaning fast and easy.

**Free folder** gives you full details on this latest "first" from Hobart. Write today. **The Hobart Manufacturing Co., Dept. 309, Troy, Ohio.**

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A Complete Line by the World's Oldest and Largest Manufacturer of Computing Scales, and Food Store, Bakery, Kitchen and Dishwashing Machines

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# THE TIME HAS COME FOR



**FRIBBLE** calls it a "frill"—"Air conditioning?—it's for the birds. I got through without it!"



**QUIBBLE** will "buy" it—if you give him a building that includes air conditioning at no extra cost.



**DRIBBLE** is bouncing the idea around. "We can't air-condition this school; maybe the next one!"

**O**nly a few years ago we asked: "Are we ready to air-condition our schools?"

Then came Sputnik—and examination of our educational system. Shortcomings of the present were blamed on teaching of the past. Demands of the future were portrayed by frightening statistics. *Quality and quantity* became important educational yardsticks.

Many new curriculums, methods, tools, and schedules are being proposed to improve *teaching*. Conditions that improve *learning* deserve equal attention.

#### *Fribble, Quibble, and Dribble*

There is a classroom thermal comfort most conducive to learning. Good schools have sought to maintain it with a unit ventilator in every room. It heats the room for occupancy—after which it fights heat from the pupils, the lights, and the sun all day long, introducing enough fresh air for continuous ventilation and enough more to prevent the accumulation of enervating heat. But when outdoor air is not cool enough to offset the heat gains, *refrigerated* air is required. This condition exists in most schools in spring and fall—and in all of them in summer.

Mechanical cooling is needed *now* in schools intent on achieving excellence. It will be needed in all schools in the years ahead.

#### *Time for Action*

An educational revolution is under way. Changing patterns demand flexible schools. Learning spaces—whatever their size—need a *year-round* thermal environment under unitary control. The facility is an economic necessity based on productivity.

#### *Challenge to the Planners*

Schools should be designed to meet new educational needs—including air conditioning on its merits. Some schools may cost less with air conditioning than others without it; but architecture should not be weighted by this requirement. The goal is the pupil's learning efficiency.

#### *The Role of Nesbitt*

Air-conditioning schools is a specialized field. Manufacturing equipment to serve for the life of a school calls for a proven ability. Look back over the record of the past 44 years—in thousands of classrooms—and you will confidently look ahead with Nesbitt.



# R POSITIVE THINKING ABOUT SCHOOL AIR CONDITIONING

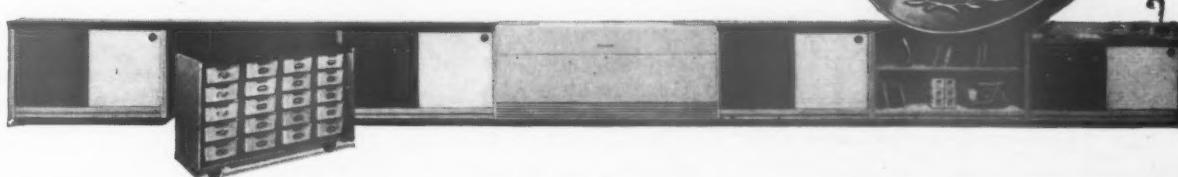
Changing educational patterns demand flexible schools with learning spaces equipped for year-round air conditioning under unitary control—as an economic necessity based upon educational productivity for the life of the building.

**McPherson goes Nesbitt!**

This new high school for McPherson, Kansas, is a good example of a building designed to meet modern educational specifications—including audio-visual and team teaching methods and year-round air conditioning. Total cost (with furniture and kitchen equipment), \$11.79 per sq. ft.—of which \$2.35 is for plumbing, heating, and air conditioning. Average cost of 22 non-air-conditioned high schools in the same area, \$13.90 per sq. ft.—Architects and Engineers, Shaver & Co., Salina, Kansas.

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa.  
Sold also by American Standard Industrial Division and  
American Standard Products (Canada) Ltd.

We shall be glad to send you the complete story on Nesbitt year-round air conditioning for schools

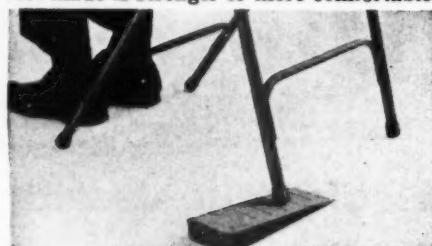


(Circle number 714 for more information)

# HOW TO BUY A FOLDING CHAIR IN 4 EASY LESSONS



**1 STEP ON IT!** Step hard on back rest. If chair is a Samsonite, contour steel back won't give an inch. No back rest made is stronger or more comfortable!



**2 "UNBALANCE" IT!** Place object under leg of chair. Sit, and if it tilts or wobbles, it's not a Samsonite. All Samsonite folding chairs are *self-leveling*.



**3 "TORTURE-TEST" IT!** Lift front legs; "walk" chair forward, sideways. Only super-strong construction like Samsonite's can take this punishment.



**4 SIT IN IT!** Instantly you'll know the difference. Observe that Samsonite folding chairs are contour-designed for maximum comfort. Good looking, too.

**Samsonite**

Want to Know More? For church, school, club, other group seating info., see your Yellow Pages or write: Shawyer Bros., Institutional Seating Div., Dept. SM-81 Detroit 29, Mich.

Find It Fast  
In The  
Yellow Pages

(Circle number 727 for more information)

A sampling of correspondence across the editor's desk

## Big school, little school

SIR: It is very evident that authors Edgar L. Morphet and John G. Ross are following the party line as laid down by the California State Department of Education in their frenzied attempt to eliminate the small school district (see "Do small districts assure better local control?" SM, June '61, p. 16.) Elementary districts were considered small if they had less than 900 students and unified districts had to exceed 1,500 students to be excluded from this stigma.

Part of the justification for their position is based on cost data which purports to show economies in larger districts. In fact, they make the unqualified statement that the lowest possible cost is in district systems of 10,000 students or more.

If their hypothesis is true, it would be reasonable to expect it to be true for more than one school year. Based on data published by the state controller for fiscal year 1957-58, elementary school districts appear to be more economical in the range of 5,400 to 5,000 students. There is a decreasing average cost from 400 to 1,000 students and an increasing trend in average cost beginning with districts of 1,000 students. Unified school districts do not show a similar uniform pattern. It is not possible from any of this data to justify the authors' hypothesis of "lowest possible" cost in districts of 10,000 students or more.

In conclusion, perhaps the authors should be asked, "What next?" The uneconomical operation of small districts is again appearing on the scene the same as it did early in the unification movement. The small elementary and high school districts were beguiled with glowing promises of potential lower costs, potential efficiencies, and potential this and that. Fifty-three percent of the 73 unified districts are, by the authors' definition, small and therefore plagued with the faults claimed for non-unified districts. What form of reorganization is next to be tried? "Potential" improvements by organizing on a county, regional, state or national basis?

Many articles have been written extolling the virtues of "potential" improvements. Isn't it rather strange that of all the many districts that have reorganized in the last 35 years in California, none of the authorities

have been able to show that the districts as reorganized are now, in fact, turning out better prepared students?

ROLLAND C. PONTIOUS, PRESIDENT  
BOARD OF GOVERNORS  
HERMOSA BEACH  
CITY SCHOOL DISTRICT  
HERMOSA BEACH, CALIF.

## We goofed

In the June listing of language laboratory manufacturers (See "A schoolman's guide to language laboratories") the home office for Robert H. Redfield, Inc., was listed (on page 94) as Danbury, Conn. The correct address is 1020 S. Wabash Ave., Chicago.

No address was given for Switchcraft, Inc. (on page 96). The company is located at 5555 North Elston Ave., Chicago.

Also, the complete listing for Electro-Solid Controls, Inc., was inadvertently omitted. The listing follows:

**ELECTRO-SOLID CONTROLS, INC.**  
8001 Bloomington Freeway  
Minneapolis 20, Minn.

**Electrofonic Language Laboratory**

### Listening:

Student listens via private hi-fidelity ear phones to taped lessons played for individual students or for select groups. Instructor can talk to individual students or groups.

### Responding:

Students respond individually or as a group, repeating the word or phrase over and over. Each student hears his own voice via hi-fidelity microphone and activated ear phones.

### Instructor contact:

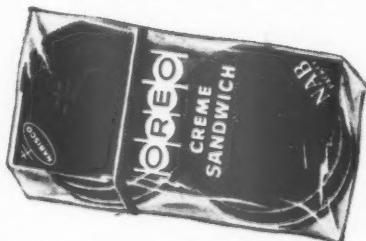
Instructor can reach any desired groupings of students and can communicate with individual students, small groups or the entire class for correction or additional drill. Students can call the instructor with silent flasher but cannot talk until the instructor chooses to acknowledge them.

### Recording:

Instructor can record, or simply monitor, individuals or any group of students. Recordings can be repeated for individual student review. Each student can also record his own voice on lesson tape for comparison and practice.



## KIDS OF ANY AGE GO FOR NABS



THAT'S WHY MORE STUDENTS WILL BUY SCHOOL LUNCHES WITH NABS FOR DESSERT

- Nutritious...baked with the finest of quality ingredients by Nabisco.
- Portion controlled...individually packaged in sanitary, easy-to-open packets.
- Delivered fresh...order when you want...no need to stock.
- Big selection...choose from a wide variety of NABS for dessert or snack items.
- America's favorite snacks...available in 5¢ and 10¢ varieties.
- Popular with everyone...nationally advertised, nationally accepted products.

**FREE**

National Biscuit Company—Dept. B  
P.O. Box 29, New York 17, N.Y.

Gentlemen:

Please send me free samples and information about NAB packets.

Name \_\_\_\_\_

Title \_\_\_\_\_

School or firm \_\_\_\_\_

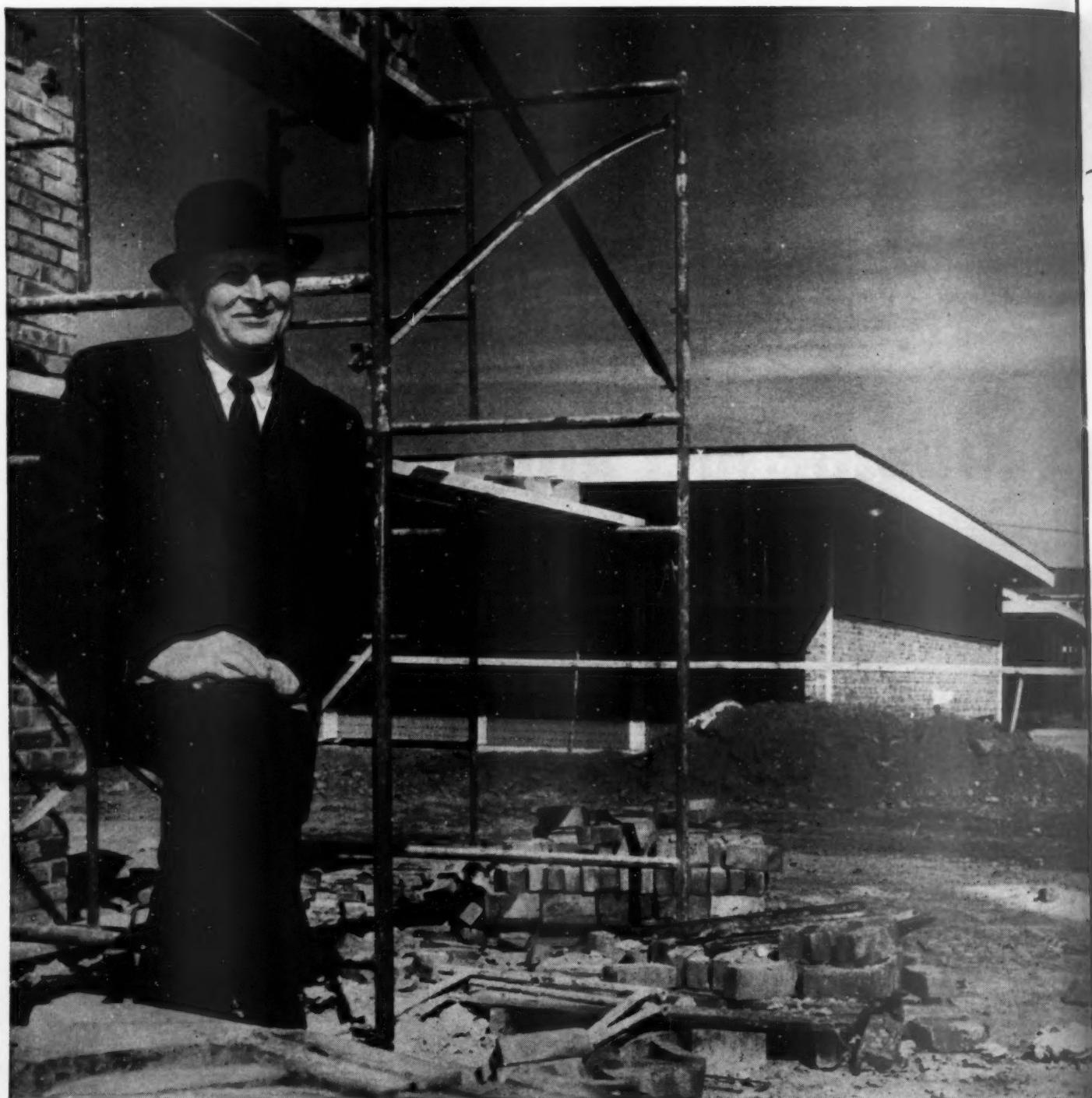
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

**NATIONAL BISCUIT COMPANY®**

(Circle number 736 for more information)

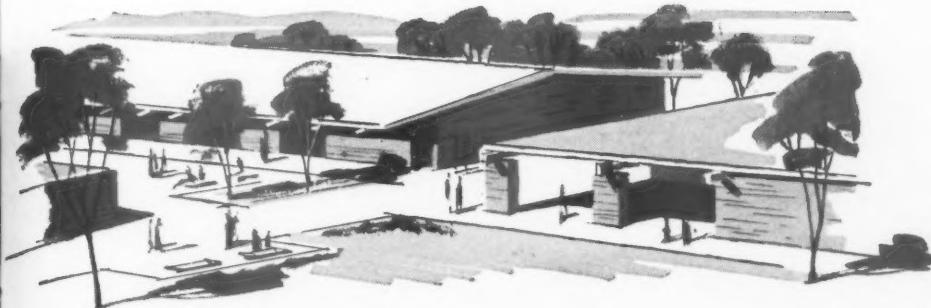
**Mr. Alexander C. Stevens, Superintendent,  
Fremont Union High School District,  
Sunnyvale, California, says:**

**"Honeywell proved to us  
air conditioning,**



Superintendent Stevens on an inspection tour of the newest construction in the Fremont Union High School District.

# that schools can be built with at no extra cost"



ARCHITECT: Masten, Hurd & Gwatney,  
San Francisco  
MECHANICAL ENGINEER: Keller &  
Gannon, San Francisco  
MECHANICAL CONTRACTOR:  
Di Duca Bros., Inc., Los Gatos

In any locale, the economies of including air conditioning in initial construction can offset its cost. And, students and teachers alike enjoy a better climate for learning.

"Our school district has to build one new school every year for the next nine years," Mr. Stevens said. "And we must be certain that we can use our schools effectively all year round. Particularly since our summer school enrollment gets larger each year. The only way we could assure a useful, year-round climate for learning was to include air conditioning. We were especially pleased when Honeywell showed us how we could enjoy central air conditioning without increasing the cost of the schools."

The Fremont Union High School District proves once again that air conditioning pays for itself. When architects and engineers are allowed to use this new technology they are able to design an air conditioned building that assures maximum educational use. As a result, costs are no higher than for a conventional building. And it is expected that the cost of operating the system will pay for itself through reduced cleaning, painting and decorating costs.

Your school will benefit from Honeywell temperature controls. Their accuracy and dependability assure you of the best environmental conditions for learning and the highest possible return on your investment in heating and air conditioning. Honeywell will work with your architect, consulting engineer or air conditioning contractor from planning stage to completion. For the informative booklet, "You can air condition your new school—and cut building costs," use the convenient coupon on this page.



HONEYWELL INTERNATIONAL  
Sales and service offices in all principal cities of the world. Manufacturing in the United States, United Kingdom, Canada, Netherlands, Germany, France, Japan.

## Honeywell



First in Control

SINCE 1885

(Circle number 721 for more information)

MAIL TO: HONEYWELL, DEPARTMENT SM-8-145  
MINNEAPOLIS 8, MINNESOTA

Please send me the booklet, "You can air condition your new school—and cut building costs."

NAME \_\_\_\_\_

TITLE \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

# YOURS FOR THE ASKING

This material—promotional and otherwise—contains ideas of possible value to you and your schools. Each item listed will be sent to you without cost.

## FOR FREE COPIES, USE READER SERVICE CARD

**Steel construction forms.** The Symons Clamp & Mfg. Co. has developed a method of placing and securing panels for concrete construction forms, described in a 24-page catalog. Also included are descriptions of the forms and accessories, cantilever brackets, haunch brackets and extension angles. The Symons steel and plastic-coated plywood forms are said to cut costs, time and labor.

For a free copy of this catalog, circle number 857 on the Reader Service Card.

**Guide to lab glass.** Descriptions, illustrations and prices of 27 basic glassware items for secondary school science labs are included in a catalog now being distributed by the Corning Glass Works. The bulletin covers beakers, test tubes, flasks, funnels, etc. Twelve pages.

For a free copy of this catalog, circle number 861 on the Reader Service Card.

**Office, desk accessories.** Lit-Ning Products Co. is distributing its catalog of more than 130 different models of desk trays, files, cash boxes, wastebaskets and other desk and office accessories. The catalog, punched to fit a three-ring binder, carefully describes and illustrates every item.

For a free copy, circle number 865 on the Reader Service Card.

**Services for teaching machines.** A folder being distributed by the Radio Corporation of America describes services for teaching machines available from RCA's Cherry Hill Training Center in Camden, N.J. These services include designing and updating teaching machine programs, teaching persons how to program a subject, maintaining and modifying all types of teaching machines, and creating visual materials and sound

tracks used in many types of teaching machines.

For a free copy of this folder, circle number 878 on the Reader Service Card.

**Protects your property.** Several models of chain fencing are described in this folder published by the Page Steel & Wire Division, American Chain & Cable Co., Inc. The folder illustrates each style and shows how various types of fencing are applicable to schools, playgrounds, tennis courts and athletic fields. The folder also explains various methods of fence construction, and types of fence fabric available.

For a free copy, circle number 877 on the Reader Service Card.

**How to use a microscope.** This easy-to-read pamphlet explains in non-technical terms how to use and care for microscopes. One section of the 35-page pamphlet discusses the mechanical and optical components and explains microscope terminology.

For a free copy of "Getting Acquainted with the Microscope," circle number 867 on the Reader Service Card.

**Need chalkboards?** Claridge Products & Equipment, Inc. has a 32-page catalog of chalkboards, bulletin boards, specialty equipment, aluminum trim and accessories. The catalog includes specifications and technical data, as well as line drawings showing construction detail and recommended installation procedures. Trophy and display cases, directory boards, swing leaf bulletin boards, graph chalkboards and specially ruled boards are also described and illustrated.

For a free copy of this catalog, circle number 895 on the Reader Service Card.

**Cafeteria equipment.** Stainless steel soda fountains and fast food service units are illustrated and described in a six-page folder published by the Bastian-Blessing Co. Decorative plastic laminates in various colors and patterns for the equipment are shown in color. The equipment comes with magnetic doors, recessed flare handles, concealed hinges and hairline joints, all for safety and sanitation.

For a free copy of this descriptive folder, circle number 892 on the Reader Service Card.

**More on curtain walls.** Albro Metal Products Corp. is distributing a 16-page illustrated color catalog which shows how curtain walls can be used for single and multi-story buildings. Cross-sectional drawings, applications and other related information are included.

For a free copy of this catalog, circle number 889 on the Reader Service Card.

**Help for custodians.** The Sloan Chemical Corp. has prepared a bulletin listing sanitation materials manufactured by the firm, with suggestions for their preparation and application. The bulletin has a variety of many commonly used products for cleaning, waxing, disinfecting and deodorizing. There's also a listing of equipment for ease and economy of application.

For a free copy, circle number 869 on the Reader Service Card.

**Cutting office costs.** Ditto, Inc., is distributing a booklet titled, "101 Ways to Save with a Ditto Direct Process Duplicator." The booklet explains in a step-by-step process how multiple copies of documents and forms can be produced quickly and inexpensively.

For a free copy of this booklet, circle number 884 on the Reader Service Card.



## the compact office electric by Smith-Corona

Here is the most teachable typewriter ever made... the new Compact 200 by Smith-Corona. It is compact in appearance and in fact... and sensibly priced at about what you'd expect to pay for a manual.

The Compact is a full-featured electric office typewriter, yet it takes up no more space than a manual. Here in one compact package you get a teaching tool with a full-sized electric keyboard... full-sized carriage with automatic return... automatic repeats. There are no dual-purpose keys or hidden controls to confuse the student. No gadgets or unnecessary

extras. And no discipline hazards. The Compact 200 is "all business."

Of course, it's important today to teach **electric** typing, because modern business calls for typists familiar with electric machines. And in school or out, there is no electric typewriter more economical, more efficient than the new Smith-Corona Compact 200.

To see it at work in **your** classroom, call your Smith-Corona representative. And ask about the complete portfolio of teaching aids available.

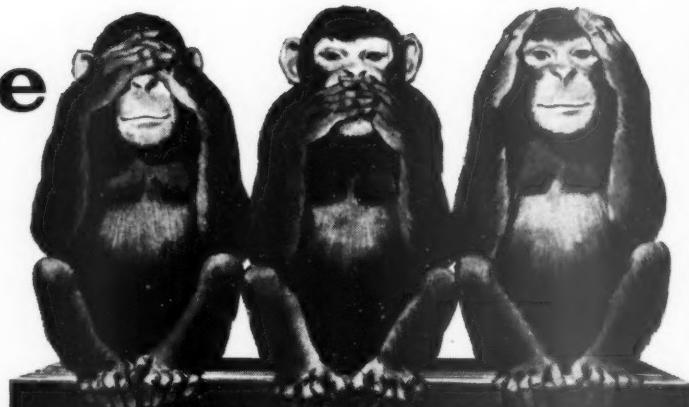


**SMITH-CORONA MARCHANT**

# Does your school airy meet these

3ba

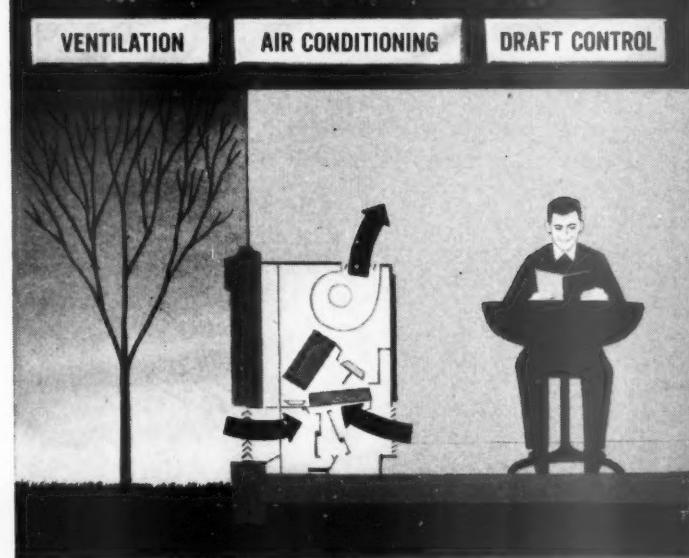
H



**1**

## Does it offer ventilation

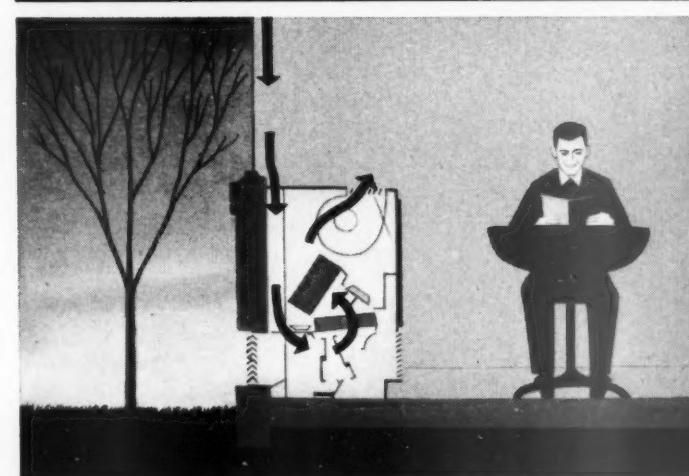
**cooling?**—The system you select should provide direct access to outdoor air on an individual room basis. Cool, tempered outdoor air is essential to combat overheating—a constant classroom thermal problem. Accurate ventilation cooling also requires a system designed to supply up to 100% outdoor air.



**2**

## Does it have an efficient

**draft control system?**—Cold down-drafts along window areas seriously reduce heating efficiency and endanger the health of students sitting near windows. Your school's system should include a positive draft control system that doesn't add unnecessary heat to the classroom. It should also be compatible with year-round air conditioning.



**3**

## Does it provide for air

**conditioning?**—Year-round air conditioning has proven to be both practical and economical for schools everywhere. Air conditioning reduces school construction costs, makes the education program more flexible, and increases "take home" learning. Individual room control and ventilation cooling—found only in unit ventilation systems—are as important for school air conditioning as for heating and ventilating only.



irsystem

## 3 basic requirements?

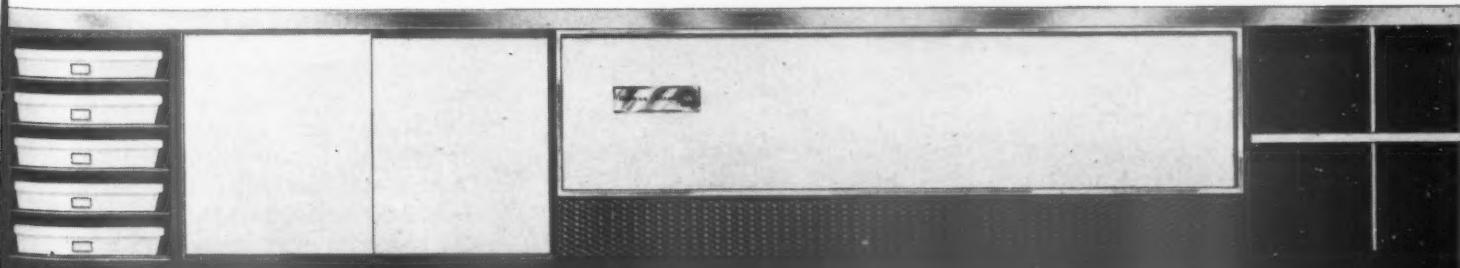
**Herman Nelson unit ventilator research first developed  
all three—ventilation cooling,  
Draft/Stop, year-round air conditioning**

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Over five years ago Herman Nelson introduced HerNel-Cool, the first air conditioning unit ventilator. HerNel-Cool units offer warm weather individual room climate control. They can be installed now for heating and ventilating only, and air conditioning can be inexpensively added at any time in the future. Write for more information: Herman Nelson School Air Systems Division, American Air Filter Company, Inc., 215 Central Avenue, Louisville, Kentucky.

**Herman Nelson**   
SCHOOL AIR SYSTEMS DIVISION



(Circle number 701 for more information)

THINGS  
YOUR  
PUBLIC  
OUGHT TO KNOW

## How to get students to **DRESS RIGHT!**

Better dress leads to better discipline. But, says one superintendent, the pupils themselves must determine the standards. Here's how students in Buffalo, N.Y., established—and now administer—their own code of proper dress.

By DR. JOSEPH MANCH  
*Superintendent, Buffalo, N. Y.*

■ ■ ■ Does better student dress bring about better student behavior? There's no statistical proof that it does, but here in Buffalo we believe that our "Dress Right" program has greatly reduced discipline problems.

The "Dress Right" program is a code, drawn up by high school students, of standards for clothing in school. It involves no faculty administration and is enforced by the students themselves.

The code was drawn up about five years ago. Representatives of each of the city's high schools formed an inter-school student council, and one of their projects was to "do something" about the way their fellow students dressed for class. Rather than develop specific standards, the council felt that it would have better luck by stating that clothes be "appropriate." Thus the "Dress Right" program's basic premise: that student dress be clean, neat and in good taste (*see box*). Expensive clothing, ornate jewelry and extremes of fashion are just as frowned upon as dirty dungarees and V-neck sweaters.

Ideas for implementing and maintaining the code were also developed by the council. The students decided that the code should be governed by themselves rather than by the faculty or administration. This accounts for the general acceptance of the recommendations by all high school students in the city.

Conformity to the code is voluntary, and there's no direct punishment. Those few students who do not dress appropriately are not taken to see the principal—they are shamed, by their classmates, into observing the recommendations.

Once the code had been formulated by the council, school administrators were given an opportunity to offer some final guidance. Then it was presented to student councils in the individual schools. The response was immediate and favorable.

Enthusiastic students got the "Dress Right" campaign under way quickly. Mirrors appeared in the corridors of schools; art classes

**Recommendations of the Buffalo inter-school student council for appropriate dress of students in high school**

**BOYS ACADEMIC AND TECHNICAL HIGH SCHOOLS**

**Recommended**

1. Dress shirt and tie or conservative sport shirt and tie with suit jacket, sport coat, or sweater
2. Standard trousers or khakis; clean and neatly pressed
3. Shoes, clean and polished; white bucks acceptable

**Not Recommended**

1. Dungarees or soiled, unpressed khakis
2. T-shirts, sweat shirts
3. Extreme styles of shoes, including hobnail or "motorcycle boots"

**VOCATIONAL HIGH SCHOOLS**

**Recommended**

1. Shirt and tie or sport shirt and tie
2. Sport shirt with sweater or jacket
3. Standard trousers or khakis; clean and neatly pressed
4. Shoes, clean and polished; white bucks acceptable

**Not Recommended**

1. Dungarees or soiled, unpressed khakis
2. T-shirts, sweat shirts
3. Extreme styles of shoes, including hobnail or "motorcycle boots"

*Note: The apparel recommended for boys should be worn in standard fashion with shirts tucked in and buttoned, and ties tied at the neck. Standard of dress for boys while in school shops or laboratories should be determined by the school.*

**GIRLS ACADEMIC AND VOCATIONAL HIGH SCHOOLS**

**Recommended**

1. Blouses, sweaters, blouse and sweater, jacket with blouse or sweater
2. Skirts, jumpers, suits or conservative dresses
3. Shoes appropriate to the rest of the costume

**Not Recommended**

1. V-neck sweater without blouse
2. Bermuda shorts, kilts, party-type dresses, slacks of any kind
3. Ornate jewelry
4. T-shirts, sweat shirts

*Note: All recommended wear for girls should fit appropriately and modestly. Standard of dress for girls while in school shops or laboratories should be determined by the school.*

prepared posters ("If you want to be an impresser, don't be a grabbag dresser!"); assembly programs featured the code in skits; student papers and local newspapers carried editorial comment.

Now, after five years, the program has lost none of its attractiveness. Schools still proclaim a "Dress Right" week and the mirrors are still in the corridors. In fact, the better dress code has received so much attention that a school administrator in Saudi Arabia recently wrote and asked for information.

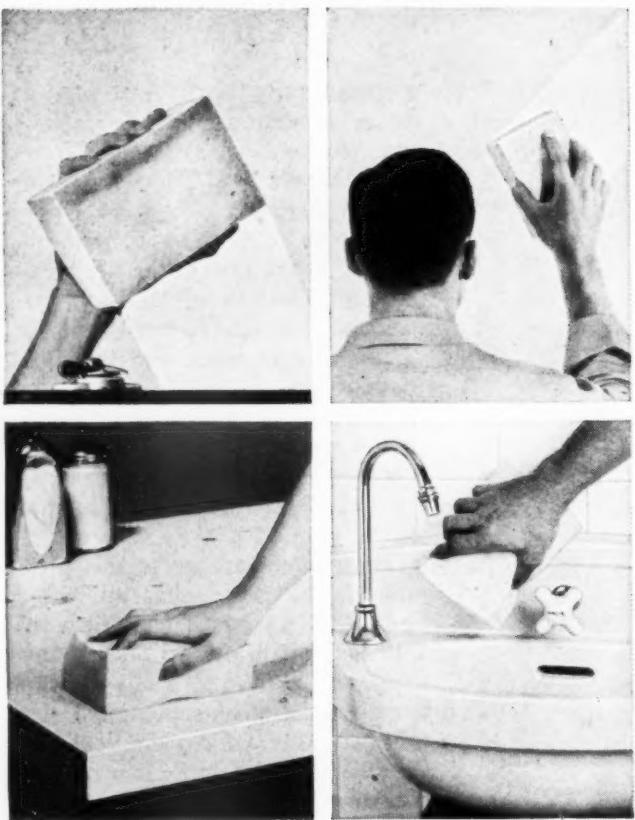
The real advantage to this program is its proof that students, given half a chance, can learn to deal with their own problems intelligently and realistically—without administrative supervision. In this case, the youngsters realized that they could help their own disciplinary situation, then they took steps to accomplish their goal.

Why does a tie keep a boy on his best behavior? We don't know, but we can see the results. Recently, Buffalo's 14 secondary school principals were asked if they saw any relationship between better dress and student behavior. Ten principals said the code has produced more courtesy and respect for authority. Two principals were uncertain and two others saw no relationship.

My own opinion is that a better dress program can be initiated in any school or school district, but the idea cannot be mandated by school authorities. It won't work that way. The impetus must come from the students themselves. **End**

**COMB  
RIGHT,  
TOO!**

In Buffalo, students regulate their own dress. In Redondo Beach, Calif., school officials regulate girls' hair styles. A 13-year-old blonde was barred from participating in Adams' Intermediate School's graduation exercises because she was wearing a pompadour style coiffure borrowed from a fashion magazine. Her parents received a letter from the school saying that, in failing to change her hairdo, she had not complied with school regulations. Though the parents protested angrily, the school was firm. The young stylist was permitted to pick up her diploma after, not during, graduation exercises.



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(Circle number 728 for more information)



By Dr. Stephen F. Roach

## Private School Transportation

May it be at public expense?

**The question:** Is a statute authorizing the permissive transportation of children to nonprofit private schools unconstitutional?

**The facts:** An existing Connecticut statute—enacted in 1915—allows municipalities to provide transportation for pupils attending nonprofit private schools, if the majority of the children attending the private school are from the municipality.

On October 1, 1958, in the town of Newtown, some 1400 pupils were being transported to the town's public schools, and—under this statute—some two hundred to St. Rose's Roman Catholic Elementary School, a private nonprofit parochial school. The parochial school pupils shared the same buses and had the same school hours as the public school children. The cost of the transportation was paid from the general fund of the town, which includes moneys from property taxes, from fees, licenses and permits, and from the "school fund."

Suit was brought, by resident taxpayers, on the grounds that the statute was unconstitutional because: 1 it violated both the federal and state constitutions respecting the "establishment of religion;" 2 it discriminated in favor of those attending nonprofit private schools and against those attending private schools conducted for profit; and 3 it provided for the use of public funds for a private purpose.

**The ruling:** The court upheld the constitutionality of the private school transportation provisions of the statute. However, in furnishing such transportation, the court added, a municipality could not utilize any moneys derived from either the "school fund" or the "town deposit fund." Thus, in effect, payment for the transportation would have to come from local taxation.

**Significance:** In its opinion the present court made the following significant comments:

1. The Connecticut statute here being questioned did not violate the First Amendment to the Constitution respecting the establishment of religion.

*text continued on page 20*



### About the author

Dr. Stephen F. Roach is editor of the *Eastern School Law Review* and is an assistant principal for the Jersey City, N.J., schools.

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29 $\frac{3}{4}$ " wide X 16" deep X 25 $\frac{1}{4}$ " high



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29 $\frac{3}{4}$ " wide X 16" deep X 48" high (base) 46 $\frac{3}{4}$ " (casters)



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(Circle number 722 for more information)



# How Armstrong Acoustical Fire Guard is saving this Indianapolis school \$34,000 and eight weeks' construction time

THE NEW Perry East Junior High School was especially designed to be a "laboratory of learning" by Indianapolis architects Fleck, Quebe, and Reid Associates, Inc., in association with Mr. Paul W. Seagars, education consultant. It will have facilities for such advanced techniques as language labs, closed circuit television, and block-time teaching. Yet with these many advantages, this school will cost only \$14.07 a square foot. One factor making this low figure possible is the specification of Armstrong Acoustical Fire Guard ceilings.

Acoustical Fire Guard 24 x 48-inch *lay-in units* are being installed in all classrooms, including the Art Room featured in this rendering. Fire Guard 12 x 12-inch *tile* is being used in the corridors. Including both tile and lay-in units, there will be 121,000 square feet of Armstrong Acoustical Fire Guard ceilings. The savings in money: \$34,000. The savings in time: eight full weeks. Here's why:

## Intermediate fire protection no longer necessary

Both acoustical and fire-retardant qualities are built right into Fire Guard. This eliminates the need for installing intermediate fire protection above the suspended acoustical ceiling. Based on the cost of installing conventional "intermediate" fire protection, the architect estimates that Acoustical Fire Guard will save this school approximately \$34,000. And the floor-ceiling assemblies using Acoustical Fire Guard easily met Indiana's two-hour assembly and three-hour beam protection fire code requirements.

## Fire Guard saves 8 weeks' construction time

With Acoustical Fire Guard, installation is a completely *dry* operation. Carpenters, painters, and other building trades are not delayed while wet work dries. They work right along with the acoustical contractor. Project designer, Mr. C. C. Shropshire, of Fleck, Quebe, and Reid Associates, Inc.,

estimates Fire Guard will cut this school's construction time 8 weeks.

## Exposed grid suspension system

Because of a unique exposed grid system, the lay-in ceiling can be installed quickly and economically. Frequently, it costs considerably less than a combination of conventional fire protection and an acoustical ceiling. And, equally important, the lay-in ceiling allows accessibility to the plenum chamber.

## Distinctive designs

To beautify, while they protect, Acoustical Fire Guard tile and lay-in units are available in both the Classic and Fissured designs. Tile also offers a Full Random design. General Contractor for this school is the F. A. Wilhelm Co., Inc., and the Acoustical Contractor is Commercial Floor Covering and Acoustics, Inc., both of Indianapolis.

For full details about Acoustical Fire Guard, call your Armstrong Acoustical Contractor (he's in the Yellow Pages under "Acoustical Ceilings") or your nearest Armstrong District Office. Or write to Armstrong Cork Company, 4208 Ross St., Lancaster, Pennsylvania.

Here are 9 Acoustical Fire Guard UL ratings most frequently used to meet fire code requirements

FIRE GUARD LAY-IN	FIRE GUARD TILE		
Floor & Ceiling Design	Rating	Floor & Ceiling Design	Rating
#30	2-hr. (Beam— 3-hr.)	#31	4-hr.
#13	2-hr. (Beam— 3-hr.)	#21	4-hr.
#21	2-hr.	#8	2-hr.
#8	1½-hr.	#7	1½-hr.
		#9	1-hr.

**Armstrong ACOUSTICAL CEILINGS**

First in fire-retardant acoustical ceilings



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### STURDY FOLDING CHAIRS ... LAST YEARS LONGER



Chairs also available with tablet arm; steel, padded, wood or foam rubber seat.

No. 76  
Extra wide  
steel seat  
and back,  
comfort—  
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All metal  
edges com-  
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Hampden offers the finest quality style and value for every adult and juvenile public seating need — and in every price range.

Even Hampden's thrift-priced chairs are unusually strong, good-looking . . . have costliest chair features. They are comfortable and safe — won't tip or tilt. Enamel bonded on . . . rust resistant. **WRITE:** Dept. B-4 HAMPDEN, Easthampton, Mass.

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**2.** Since none of those bringing suit were "members of the class which is claimed to be discriminated against" the present court would not rule on the allegation that the statute discriminated against "those attending private schools conducted for profit."

**3.** Distance, the frequent inclemency of the weather, and the hazards of automobile traffic make the transportation of school children indispensable. It cannot be said that their transportation does not serve the purpose of education or that education in itself serves no public purpose.

**4.** The word "support" in Article VII of the Connecticut Constitution—"no person shall by law be compelled to join or support . . . any congregation, church or religious association"—was never intended to be employed in so narrow a sense as to "prevent every sort of incidental public assistance to, and encouragement of, religious activity."

**5.** The questioned statute aided the parents in sending their children to a school of their choice, "as is their right. . . . It primarily serves the public health, safety and welfare and fosters education. In the light of our history and policy, it cannot be said to compel support of any church."

*Snyder et al. v. Town of Newtown et al. In Connecticut Supreme Court of Errors; decided May 31, 1960; cited as 161 A.2d 770, 147 Conn. 374.*

**Editorial note:** On February 20, 1961 the United States Supreme Court dismissed "for want of a federal question" an appeal which sought to reverse the May 1960 Connecticut decision. Thus, in effect, the state court ruling discussed above remains valid.

#### DID YOU KNOW THAT:

An Idaho school board must give notice of a proposed discontinuance of a school before it acts to close the school?

*Wellard et al v. Marcum et al; Decided April 27th, 1960*

The recognized right of parental control does not include the right to determine matters within the discretion of an Idaho school board, such as the assignment of students to specific buildings within the district.

*Cameron et al. v. Lakeland Class A S.D. et al; decided in Supreme Ct. of Idaho, July 1st, 1960; cited as 353 P.2d 652.*

The public schools are a matter of statewide rather than local concern and the California legislature possesses comprehensive powers in this area.

*Casmalia School Dist. v. Bd. of Supervisors of County of Santa Barbara; decided in Dist. Court of Appeals, April 26th, 1960; cited as 4 Cal. Rptr. 656.*

A California school district can be bound only by the formal action of its board membership taken at a meeting open to the public and as required by law.

*Lipman v. Brisbane Elemt. S.D.; decided in Dist. Ct. of Appeals, March 28th, 1960; cited as 4 Cal. Rptr. 8.*

In Iowa, the fixing of school district boundaries is a legislative function which may not be delegated to the courts.

*Archer et al. v. Bd. of Educ. of Fremont County; decided in Supreme Ct. of Iowa, August 2nd, 1960; cited as 104 NW2d 621.*

# Now! Ice-Pak any injury in just 2 seconds!

## Remarkable new discovery!

### NEW KWIK-KOLD INSTANT ICE-PAK.

Gives instant cold that lasts up to  $\frac{1}{2}$  hour! For sprains, swelling, bruises and minor bleeding. Helps minimize injury, speed recovery.

**Doctors know** that prompt application of cold is one of the most important first aid treatments for injury. And how fast cold is applied can often make the difference between days, and even weeks, of recuperation.

Now a new scientific discovery called KWIK-KOLD makes it possible for anyone—anywhere—to get the medical benefits of cold in a hurry!

**New KWIK-KOLD** Instant Ice-Pak gives you instant cold for any injury. Relieves pain on the spot—reduces swelling and minor bleeding. Much faster and handier to use than old-fashioned ice bags and, unlike ice, is always available, is not messy, is easy to carry on trips.

**Quick and easy** to apply. Just squeeze the plastic bag and—in just 2 seconds—you get instant cold that stays cold up to half an hour! The tough yet flexible plastic bag conforms readily to body contours. Non-toxic and safe, even if the bag is punctured. Keeps for extended periods of time.

Kwik-Kold provides ready relief for athletic injuries. Used by the 1960 U.S. Olympic Team, Kwik-Kold should be standard equipment for all football, basketball, and baseball teams as well as other athletic groups. For all sports injuries—sprains, black eyes, cuts and bruises—Kwik-Kold is handy and effective, indoors, outdoors, in all seasons.

**New KWIK-KOLD** belongs in the first aid kit of everyone who has to deal with sudden injuries. Get Kwik-Kold from your local first aid equipment supplier or write International Latex Corporation, 350 Fifth Avenue, New York 1, N.Y.



**Just Squeeze It...  
Instant Cold!**

Kwik-Kold can be stored at any temperature, always ready for immediate use. Tough yet flexible plastic bag contains dry Cold-Crystals and an inner pouch of special fluid. When you squeeze bag, fluid is released to activate crystals and give instant cold. Apply as you would an ice pack. Bag measures 6" x 9", conforms smoothly to body contours, is not lumpy, messy, or drippy. Dispose of bag after use.

### **How Cold Works in the Treatment of Injuries:**

Cold is medically recognized for its value in the treatment of various injuries. In minor bleeding, cold has an astringent action on tissues and constricts capillaries, thus acts to reduce blood flow at the site of the wound. By reducing effusion of blood to wound, cold helps reduce swelling, inflammation, and discoloration in bruises and sprains. The local anesthetic effect of cold helps relieve pain. And because it restricts blood flow to and from the wound, cold slows spread of venom in treating insect and snake bites.

### **How To Use Cold in Emergency First Aid:**

**Sprains.** Elevate injured part to a comfortable position. Apply cold packs to sprain to ease swelling and relieve pain.

**Bruises, Black Eyes.** Apply cold pack promptly to bruise for 20 to 25 minutes. Cold inhibits flow of blood to wound, helps limit discoloration, reduce swelling and pain.

**Bleeding.** In bleeding from the nose, the head should be kept erect, as lowering the head tends to encourage continued flow of blood. Apply cold to the nose, and if the bleeding is from near the tip of nose, pinch the nostrils together for a few minutes. In bleeding from cuts and abrasions, keep the area raised and apply cold in conjunction with other prescribed treatment.

**Insect & Snake Bite:** For bee, wasp and hornet stings, remove stinger with sterilized needle or knife point. Apply cold to sting to relieve pain and slow absorption of venom. Apply calamine lotion to relieve itching. For ant, chigger and mosquito bites, wash affected parts with soap and water, then apply paste of baking soda. Apply cold to reduce swelling. For snake bite, follow prescribed first aid procedure, using cold application on wound to relieve pain and help limit spread of venom.

**Sunstroke.** For mild sunstroke (marked by headache, fatigue, dizziness and, perhaps, fainting), cool patient off quickly. Apply cold packs to head to help lower body temperature.

**Minor Burns.** Follow recommended first aid procedures to exclude air from burned area and prevent contamination. Apply cold packs to relieve pain.

**Other Uses.** Cold packs may be considered for use in conjunction with other appropriate first aid measures in treating minor head injuries, suspected appendicitis, headache and fever, toothache, and fainting.

(Circle number 737 for more information)



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## **The Trane Kinetic Barrier System gives continuous, room-wide ventilation**

Every student in every part of the classroom has a "fresh air seat" all the time. Students are happier, more comfortable, more alert.

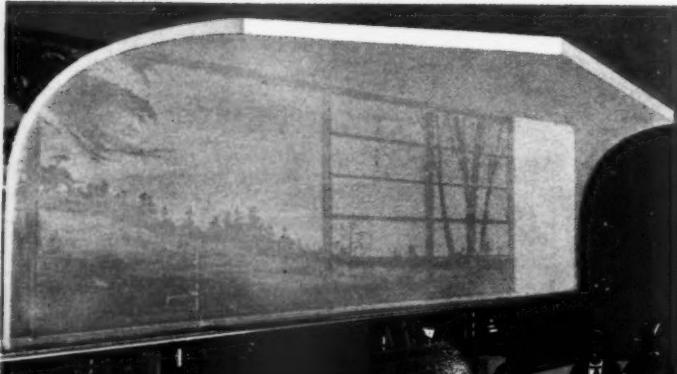
**The reason?** The TRANE Unit Ventilator constantly delivers tempered air under pressure from room-wide wall outlets all day long. This is the TRANE exclusive

Kinetic Barrier system that prevents chilling drafts from spilling down off the windows and over to the desks along the outside wall. Next, this barrier of air moves to the ceiling where it mixes with room air and continues to circulate—evenly and gently—into every corner of the room.

**Air conditioning now—or later!** You may include air conditioning when you install the TRANE Unit Ventilator system—or you may easily add it later. It's designed for easy addition of a remote source of chilled water; no classroom remodeling is necessary.

**Versatility.** TRANE Unit Ventilators provide just the type of system needed; hot water, steam, chilled water or electric heating. Same space-saving cabinet used for all types.

**Simplified maintenance.** All maintenance can be performed easily by school engineer. Panels, easily removed and handled by one man, provide access to all working parts. Fans are easy to clean; filters easy to change. Fan and motor bearings are easy to lubricate.





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**New space-saving design  
gives you as much as 14 sq. ft.  
more usable floor space**

With floor area running about \$15 a square foot, this is a big savings! The new TRANE Unit Ventilator is 21% thinner than other makes of heating units—29% thinner than other makes of heating-air conditioning units.

**More classroom space.** The actual depth of the

new TRANE Unit Ventilator is only  $11\frac{5}{8}$ ", for heating and ventilating, or for complete heating-ventilating-air conditioning. This is  $4\frac{3}{4}$ " less than other units with complete air conditioning. In an average classroom you get approximately 14 sq. ft. of extra, usable and valuable floor space!

**Helpful booklet—FREE.** For your copy of "A Climate for Learning," contact your nearby TRANE Sales Office—or write to TRANE, La Crosse, Wisconsin.

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(Circle number 713 for more information)

## NEWS OF THE SCHOOLS

A digest of current happenings in public education

### Louisville teachers to get study hall relief

Teachers in Louisville, Ky., will receive relief from study hall duties this year under a plan approved by the school board.

Non-certified adults will be hired to supervise study halls and lunchrooms. Teachers, who have been teaching just four classes a day, will be expected to increase their load to five. A sixth period will be free for planning.

Study hall supervisors will be paid \$3,000 per year to work from 8:15 a.m. to 3:15 p.m. Lunchroom supervisors will be paid \$2 an hour.

Superintendent Samuel V. Noe pointed out that the plan would not only make more teaching time available, it would save the district money. It cost the district the equivalent of \$6,000 yearly to staff a full day of study halls with teachers, compared to \$3,000 with the non-certified monitors.

### Cost of vandalism found high in Ohio

How much does vandalism cost your schools each year? Professor E. B. Sessions of Ohio State University recently completed a survey on school vandalism that led him to these conclusions:

Rock-throwing and other aggressions against school property in Ohio is costing taxpayers \$222,000 a year.

The wanton destruction adds 12 cents a year to the normal cost of educating the average Ohio pupil.

Sessions based his estimates on a survey of 146 school districts during the 1959-60 school term.

Broken windows far exceed any other type of vandalism, he said. The other types reported included damage to locks and doors, damage to school buses, broken furniture, destruction of playground equipment, mutilation of trees and shrubbery.

School administrators suggested better night lighting, both inside and outside the buildings, as the best way to cut down on vandalism. Other

precautionary measures: Keep custodians on duty until late at night. Assign night watchmen or special police to the grounds. Operate community education programs that keep people around the buildings and grounds in the evenings. Put up security fences and install alarm systems.

To earn their milk, vacationing students have been attending informal one-hour class sessions conducted by volunteer teachers.

### Free milk provided during summer months

The Washington, D.C. schools have been providing free milk to 6,500 students this summer.

An anonymous donor provided \$50,000 to cover costs of the program designed to make milk available to students who get free lunches during the regular school year. For many of these children, the school lunch is their only real meal.

### Teacher-parent fired for criticizing board

When does a teacher have the right to criticize his board of education?

When Richard Waring, father of three children in the Dexter, Mich., schools, sounded off recently at a PTA meeting, he started a string of events that may make the courts answer this question.

Waring, in addition to being a parent, is also a teacher in the school system. His big moment at the PTA meeting came when he rose to charge that the school board was "making a mockery out of edu-

## Too good to miss . . .

**Lucky school . . .** It's a lucky school that employs custodian Harold Ferris of Rochester, N.Y. Ferris struck up a conversation with some visiting Cambodians in a restaurant. He waited for them to finish their meal, helped them with their baggage, later invited them to his home for dinner. When the grateful visitors asked why he offered so much help, Ferris replied, "When there is so much unrest in the world and a fellow has the opportunity to help, he ought to do everything he can."

**Applied rule . . .** It's practically a rule of thumb by now—the more schooling you have, the higher your potential income. But in Chicago, Vernon Elmer Bloodgood added a new twist. He went to school regularly, a different one every two weeks, and emptied the petty cash boxes. Result: The more schooling he had, the higher he raised his income—until the police intervened.

**Seems cruel . . .** Somehow the fate of school board Attorney Bernard P. Gill of Olean, N.Y., seems cruel. Gill was informed at the start of a school board meeting that he would get a \$50 raise for the next six months. Moments later, the board voted to abolish his job.

**No gruel . . .** Teachers of the Harrison C. Lyseth School in Portland, Me., gave up a bowl of gruel recently in a good cause. The school's PTA raised some money to take the teachers out to dinner. The teachers expressed their thanks but asked that the money be spent instead for badly needed library books. It was.

A low cost protective coating for blacktop play areas



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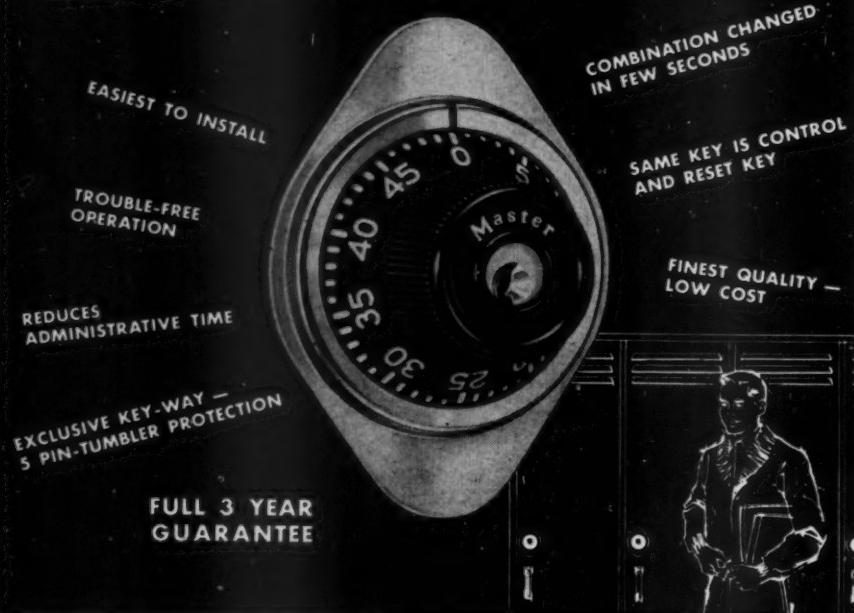
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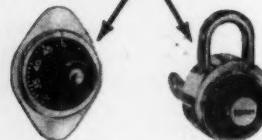
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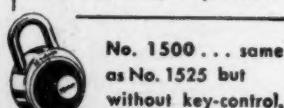
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tion." The history, civics and government teacher challenged the board's methods of making assignments and renewing teacher contracts.

The next day Waring was suspended by the Dexter school board. The board said Waring's criticisms were untrue, unjustified and irresponsible. "It had the effect of undermining the whole Dexter system," a spokesman said.

Waring, supported by the American Civil Liberties Union, contended that as a parent he had a right to speak out on what he saw as a bad situation. The Michigan Education Association has also entered the case in an effort to protect Waring's contractual rights.

### Patting our back

When students in the journalism class at Palisades High School, Kintnersville, Pa., asked for permission to "evaluate" SCHOOL MANAGEMENT last spring, we agreed to become guinea pigs with some trepidation.

Now that the report is in, we feel pretty good. The students liked our magazine and gave it high ratings on almost every point—a pretty good record when you consider that they had a chance to take apart such articles as "How to put teeth in a discipline policy."

We like to think of the following, however, as the high point of the report. Students were asked to state whether the magazine used good "grammer," (sic) to which one evaluator replied: "Yes, but one spelling error was found."

### Fifth, sixth graders given chance to think

Fifth- and sixth-grade students in North Baltimore, Ohio, took part in a class in creative thinking last spring.

According to Superintendent Richard Harris, the class was designed to find the extent to which students at the elementary level will respond to learning the methods by which new and original thinking is done.

Harris said he believed the program was the only one of its type in the United States.

Twelve students were in the first experimental group. The students met at 3 p.m. every day for two weeks. "They studied the processes by which creative thinking results in new art forms, new literature, new inventions and new concepts in every field of human endeavor," said Harris.

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# WHY, WHEN AND HOW TO FI

**AN SM INTERVIEW**



*Dr. Richard B. Kennan and Dr. Finis Engleman supplied the answers*

# O FIRE A SUPERINTENDENT

## Questions this article answers:

**What is "legitimate cause" for firing a superintendent?**

**What can you do with an old superintendent who doesn't stay current?**

**When should a board decide whether or not to retain its superintendent?**

**Should a superintendent resign?**

**How can a school board judge a superintendent's competence?**

**What recourse does a superintendent have, if he feels he has been unjustly fired?**

**What should the public be told?**

**Should superintendents have tenure?**

■ ■ ■ Nobody likes to fire a man. But sometimes the job has to be done. And, like any other job, there is a right way and a wrong way to do it.

The story is told of a businessman who did such a bad job of firing an employee—hemming and hawing—that the man thought he had actually received a raise. When he reported to work the next day, he was flabbergasted to find a new man sitting at his desk.

This is seldom the problem when a superintendent is fired. He usually knows he is out of a job. What he may not know is why. And, more important, he may not have had a chance to correct any weaknesses—personal, administrative or supervisory—that the board may have believed to exist.

Firing a superintendent hurts the school district, too. Usually it is followed by bickering and fighting in the community. The school system is necessarily leaderless for a time. A new man is brought in under trying circumstances.

Most school superintendents are competent men doing a professional job. A few—and the number seems to be growing—are outstanding men doing an outstanding job.

When do weaknesses become cause for firing?

This is a question that cannot be answered categorically for all cases. But a few guidelines can be set up.

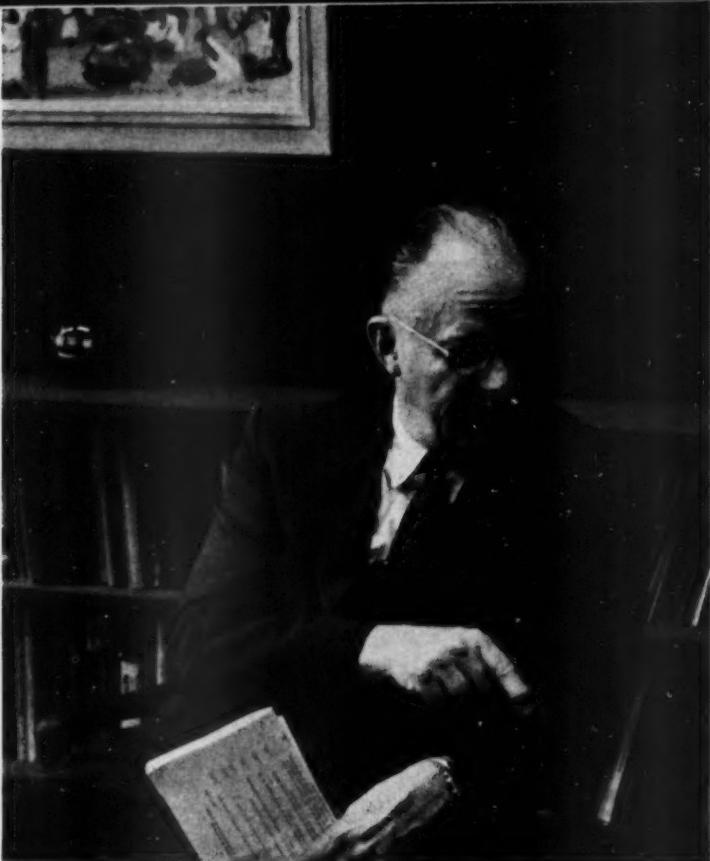
1. In almost no case should a superintendent (or any other employee) be summarily dismissed without a hearing and without knowing what charges have been brought against him.

2. There should be constant give-and-take discussion between the superintendent and the board, so that the superintendent knows what the board considers his weaknesses and has a chance to either explain his actions or improve his performance.

3. If a superintendent must be fired, it should be done in such a way as to help, rather than destroy, the man. To be fired from a job is no longer considered a disgrace. Many leading citizens have had the experience at one time or another. But if it is done at the wrong time, in the wrong place or the wrong manner, it can be a horrible experience for anyone involved.

If a school board has to make a decision to retain or fire a man, when should that decision be made? When should it be announced? On what should it be based? Should the public—and the school staff—know the real reasons for the firing?

Two men seem particularly well qualified to



PHOTOS BY LAURENCE LUSTIG

**"When differences between the board and superintendent result in disintegration of the school system, then shouldn't the superintendent withdraw? . . ."**

KENNAN

answer these questions by virtue of their work toward improving the role of the superintendent and the climate in which he works. One is Dr. Finis Engleman, executive secretary of the American Association of School Administrators. The other is Dr. Richard Kennan, executive secretary of the National Commission for the Defense of Democracy through Education.

In his post as leader of the AASA, Dr. Engleman has been in the forefront of the drive to raise the professional level of superintendents. A former superintendent of schools himself, as well as commissioner of education for the state of Connecticut, Engleman has been in his current position for years.

Dr. Kennan recently completed a survey on the subject, "Why superintendents get fired." In his capacity as director of the Defense Commission, he has been called upon to aid in suggesting methods whereby school districts experiencing internal problems could come up with solutions. Three recent studies in which he has participated have been reported in *SCHOOL MANAGEMENT*. These concerned Bethpage, N.Y. (See *SM*, March '59); Hickman Mills, Mo. (*SM*, Aug. '60); and Santa Fe, N.M. (*SM*, May '61).

In the following tape-recorded interview, Drs. Engleman and Kennan answer, and raise, questions about the firing of superintendents, and tell how a school board can try to minimize differences between its chief administrator and itself.

**Q** *In your opinion, what do you consider legitimate cause for firing a man?*

ENGLEMAN: For breaking a law pertaining to the operation of the schools. If he has misused funds, he should be fired.

KENNAN: I'd say incompetency is the main reason for firing a superintendent. An inability to do his job.

**Q.** Dr. Kennan, you recently completed a study of the reasons usually given for firing a superintendent. What were the major ones listed?

KENNAN: We asked state superintendents of schools why superintendents in their jurisdiction were fired. The main reasons were incompetency, poor public relations, conflict with the school board, and financial and budgetary problems.

ENGLEMAN: That part about incompetency disturbs me. I certainly don't think it should be number one. It's tricky. A superintendent is better prepared than any board member to judge his own competency.

KENNAN: I would agree to that. But in a good many cases where dismissals were justified—in the view of state superintendents—incompetency, or inefficiency, was the reason given. The fellow was unable to understand or interpret school finance. He didn't know how to manage a staff and keep it working as a team. He was careless in handling personnel problems. He didn't know how to use his staff and the public in developing a curriculum. Things of that type.

**Q.** Other than actually breaking a law, is there any better reason for firing a man than that he is incompetent?

ENGLEMAN: I do not question that a superintendent should be fired if he is incompetent. I question the board's ability to judge that.

**Q.** Are you suggesting then that a board should just automatically renew a superintendent's contract? After all, if the members cannot properly judge him, how can they decide whether or not to fire him?

ENGLEMAN: I didn't say that. I think that a good superintendent is constantly demonstrating his competency to his board. He lets the members see what he is doing in relation to personnel, in relation to curriculum. He is constantly keeping his board informed. I'm inclined to think that a board may fire a superintendent who is competent but who hasn't taken the trouble or the time to acquaint his board with all that's going on.

### **Q** Is conflict with board members a legitimate reason to fire a superintendent?

ENGLEMAN: I don't think it is. I think both the board and the superintendent have the responsibility to try to resolve their differences. And if there is still conflict, I think it is up to the superintendent to take his case to the public—to tell the people why he feels a certain way and why he disagrees with the board.

KENNAN: This is a problem we run into very frequently. As Dr. Engleman says, when there is conflict between a board and a superintendent, the superintendent certainly has the responsibility to make his position clear as to why it's important to the welfare of the children and of the schools. But when it reaches the point where the difference of opinion results in disintegration of the school system and lowered morale and competence, then isn't the only possible position for the superintendent to withdraw?

ENGLEMAN: No, I don't think so. I think the board members can withdraw and sometimes the community will insist that they do so.

KENNAN: I know of one case where over a period of time the superintendent, whom I consider to be an outstanding one, has put the issue before the people as strongly as possible. Yet time and time again this community has

elected people who oppose his administration. Now they have complete control of the board. The superintendent has been told that his contract will not be renewed.

**Q.** I think the question Dr. Kennan is raising is this: if a community does not want a particular superintendent and his policies, even though from a "professional" point of view they are good ones, shouldn't he simply get out?

ENGLEMAN: I don't know. I know what I would do. I wouldn't leave if it was a matter of basic principle unless I was fired. You have some communities that are dominated by a small clique and sometimes, if the superintendent can break through, he can get to the great majority. But if he still can't get through, if he is fired, I suspect that that community would find it very difficult to replace him with a good man.

**Q.** You have assumed here a situation that happens very often—

*"... No, I don't think so. The board members can withdraw, and sometimes the community will insist that they do so."*

ENGLEMAN



**"I do not question that a superintendent should be fired if he is incompetent. I question the board's ability to judge that."**

ENGLEMAN



the professional superintendent who wants to move ahead with the times and the board that is dragging its heels. But suppose the situation is reversed. Suppose a district has a good but stodgy superintendent and a young college-trained school board that wants to try out some of the new ideas in education. The superintendent is dragging *his* heels. Is this grounds for firing him?

ENGLEMAN: We recognize that the world is changing and we need shifts in our school system. I think the situation you have described is surely reason for the board and the superintendent to sit down and

think the whole thing through. If the board is representing the great mass of people and the superintendent doesn't, I think the board has a perfect right to say, "We need a change."

Q. Here's a case where the community is out in front of the superintendent. Is the superintendent wrong in this case and right in the other one? Is the board correct in judging his competency when he is a laggard and incorrect when he is out in front?

ENGLEMAN: I don't have a good answer to that one. I think the superintendent has to stay with what he believes and what his

background teaches him to do. I don't think either case should happen. I think one of the superintendent's biggest jobs is to keep in contact with his board—to let the members know what he is doing and why he is doing it and to find out what they want him to be doing. The important thing here is the superintendent's professional position. I've always said as a superintendent of schools that I could lose the confidence of the board—the board would want to fire me—and I could still hold my head up if the professional people supported me.

Q. Unfortunately though, the professional staff does not hire or retain a superintendent. He may be able to hold up his head, but the fact of the matter is, he's liable to be fired.

ENGLEMAN: We all know the board has a legal right to do an awful lot of things, almost anything. There's hardly any body in the United States that has as much power as a board of education.

KENNAN: Do you believe that the final answer should come from a committee of the superintendent's professional peers?

ENGLEMAN: Legally, you can't do that. But I do think that this would bring a much more valid observation of the job a superintendent is doing. In the final analysis, I don't think there is any other good basis for judging him.

**Q Two other major reasons were given for firing a superintendent: poor public relations and budgetary and financial problems. Are these legitimate reasons for firing?**

KENNAN: In most school systems you can't ignore them because the superintendent is the only person responsible in these areas. Superintendents are hired not only because of their ability in the area of curriculum but they are also expected to be good public relations men and to be able to handle the

*text continued on page 63*

In Mt. Vernon, Ill., schoolmen have a low cost public relations device that gets results. They invite interested citizens to 6:30 a.m. breakfast meetings. Taxpayers probe, and get answers from, the superintendent. Here's how it works.

## How to get your taxpayers to listen

By J. L. BUFORD  
*Superintendent  
Mount Vernon, Ill.*

■ ■ ■ Taxpayers in my district ask a lot of questions. Often, I counter them by asking one of my own: "Care to have breakfast with us?"

I'm not being silly, facetious or frivolous. It's a serious question. Seven times a year we hold informational breakfast meetings with citizens from our district who have questions they want answered about the schools. Anyone who wants to come is welcome.

All we do is eat breakfast and answer questions.

There are seven schools in our district. During the year, we hold "I'd Like to Know" breakfast meetings in each. Guests submit questions to me in advance. After a half-hour breakfast (which begins at 6:30) I answer questions for about 45 minutes. The meeting breaks up before 8:00 a.m. and everyone gets to work on time.

Anyone who wishes to attend the breakfast may do so simply by asking to be present, but most of the attendance is by invitation.

Cost? Seven breakfasts last year averaged \$10 each. Other than mailing invitations, food was the only expense. Cafeteria and custodial services were volunteered.

Here's the procedure we follow in arranging an "I'd Like to Know" breakfast:

### The guests

From each of the community's civic clubs, I have obtained a membership roster. The clubs are assigned a quota of invitations

based on total membership. I also have lists of civic officials, religious leaders, labor leaders, business people, etc. A clerk selects names at random from these lists and sends out mimeographed invitations to a breakfast. Additional invitations are sent to persons whose attendance is specifically requested by the school board, principals or faculty.

We do not deliberately try to invite persons known to have similar interests and opinions. That would turn any breakfast into a crusade for a cause and defeat our purpose. All we're trying to do is give taxpayers sincere answers to their questions.

Similarly, we avoid sending invitations only to parents, or to persons living in the vicinity of the school. I don't even care if a person lives outside the school district. Anyone who has a legitimate interest in the Mount Vernon schools, and who expresses a desire to attend the meeting, is welcome.

Each meeting is held at a different school. That school's principal is automatically invited, and he selects a few of his teachers to represent the faculty. Representative employees of the district also attend. The total attendance at any one meeting is about 40 or 45 persons.

When the invitations are mailed, the secretary encloses a page headed by the phrase, "I'd Like to Know." The invitation asks that questions about Mount Vernon

schools be written on this page and returned to me. These questions are unsigned.

Then, a few days before the breakfast, my secretary calls each of the invited guests to remind them of the time and place. In confirming the invitation she makes a list of persons who will attend. This list is forwarded to the principal, who makes arrangements with his cafeteria personnel for food, and with his custodial staff for seating.

If the secretary finds that persons are unable to attend, she issues additional invitations. Generally, however, everyone who is invited gets to the meeting, even though 6:30 is practically the middle of the night during winter months. We decided on early breakfast meetings because there are no conflicting affairs at that hour. Also, people who come to school at 6:30 are willing to give education some consideration.

#### The questions

Meanwhile, I have several dozen questions to answer. I find that most people are interested in school taxes and how our schools compare with others. I get other questions like, "How big is your office force?" "Do you operate in the black?" "What are your plans about educational television?" All the questions are honest, and I've never had one to which I couldn't give a direct answer.

Once I get all the questions in, I organize them according to topic. Often this permits me to answer several questions at once. It usually takes about three hours to prepare my answers. Nothing is done formally—I just scribble notes on the "I'd Like to Know" forms.

There are three reasons why I have questions submitted before the meeting, rather than taking them verbally from the floor. Anonymity is one. Many persons tell me they want it this way, rather than having to stand before a group and ask what might be embarrassing or silly questions. Second, I have time to prepare my answers. Third, we wouldn't get many questions answered if they were brought up during the meet-

ing. Discussions would get off on tangents. Somebody would start talking about language laboratories, for example, and we'd spend all our time on a discussion of this one topic. With written questions, I can cover more ground and answer everyone's questions. Then, in any remaining time, I open the floor to discussion. No one ever feels that he didn't have a chance to find out what he wanted to know.

#### The meetings

An "I'd Like to Know" breakfast is not a coat-and-tie affair. It's informal. People come in their working clothes. This is a small, friendly community where everyone knows everyone else, and that's the way we like it. Knowing they can come to the meeting in working clothes, and knowing that they can go to work right from the school, makes it easier for people to come.

The breakfast begins promptly at 6:30 a.m. The meal consists of juice, bacon and eggs, hot biscuits, jelly and coffee, all prepared in the school kitchen. The teachers who attend help put the breakfast on the table and they, along with the cooks and the custodians, sit down with the guests to eat. After all, we feel they're just as entitled to know about the schools as anyone else.

After breakfast, which is over by 7:00, the meeting begins. I start by answering the questions from the "I'd Like to Know" sheets. I try to stick to factual answers. If there's a personal opinion involved—as when someone asks me about federal aid to education—I make this clear. But I don't make any speeches. All answers are brief and concise. That's the only way I can cover everything in 45 minutes.

At 7:45, when we break up, I stay behind to speak with anyone who feels that his questions weren't answered completely, or who may want information on topics that were not discussed. That's just another way to let people know that the schools are interested in their supporters.

The breakfasts are free to the

## How do taxpayers react?



citizens, and do not constitute an expense to the school board. Originally, the board offered to pay for them, but I rejected the idea. I didn't want people to be able to say, "The board is wasting taxpayer money on propaganda meetings." I volunteered to pay the expenses out of my own pocket and then our principals volunteered to pay some of the cost, too.

So the principals pay half the cost of the breakfasts at their respective schools, and I pay the other half. My own expense for seven meetings last year was \$35. For the principals, it was \$5 each.

Enthusiasm for these breakfasts has gone beyond my expectations (see box.) Our schools received a rude shock about a year ago, before we began our "I'd Like to Know" program, when a bond issue was defeated. The reason was obvious. We were taking too many things for granted.

Now, after this new approach to school-community relations, I can feel a change of heart. The key point is that we're not trying to "sell" schools; we're answering the taxpayers' questions. **End**

Superintendent Buford had an idea that his community favored the "I'd Like to Know" breakfasts, but to crystallize opinion and get a firm reaction, he queried some of his guests. Here's a sampling of their responses:



**ATTORNEY:** "A heartening experience. Now I know that our schools are truly interested in a change for the better."

**ARCHITECT:** "Many of the questions indicated that people really knew very little about the schools. Your answers were enlightening."

**BOOKKEEPER:** "Too often, after our children graduate, we lose contact with the schools. I'm grateful for the opportunity to keep in touch."

**HOUSEWIFE:** "Another example of your continuing interest in our children."

**CLERK:** "That meeting was a real eye-opener. It's bound to reap dividends."

**POSTMASTER:** "A good opportunity to secure factual information from those who are directly responsible for the administration of our schools."

**MINISTER:** "It was evident you were dealing with facts. I'm sure the breakfasts will create a better understanding of school affairs."

**BAKER:** "My wife came home thrilled."

**CLUB LEADER:** "The more we know, the less we criticize."

**BUSINESSMAN:** "It has made me more aware of the challenge that is ours to meet."

# How to stop wasting your time

Can you call your time your own? You may be wasting precious minutes every hour with routine or insignificant matters. Here's how to cut your workload, add pleasure to your job, and become more valuable to your district.

By RAY JOSEPHS

**Editor's note:** A new profession is growing up in postwar America—the profession of management.

The article beginning on this page is another in the new series, "Workshop for School Managers," inaugurated in the May, June and July issues of *School Management* with, "How to double or triple your reading speed."

"Workshop for School Managers" is designed to bring to our readers the best and newest ideas in management techniques. Some articles in this series will be based upon work done by leaders of business and industry. Some will be based on good management policies developed in the schools. All will help you to increase your value as a school manager.

■ ■ ■ The scene: A school superintendent sits behind a desk strewn with reports, letters and books. Beside him there's a briefcase stuffed with more papers.

The phone is ringing. On the superintendent's right stands a teacher who has just barged in with a problem. On the superintendent's left stands his secretary, notebook in hand, reminding him of a meeting in 10 minutes. In the reception room there's a representative from the Chamber of Commerce, impatiently twiddling his thumbs.

Can you picture yourself in this situation? Even if this is never you, certainly you can sympathize with the harried gentleman who sits behind that cluttered desk. He's probably your best friend.

Studies by management firms have proved that many schoolmen are wasting time with old-fashioned, inefficient procedures which can be changed with ease. Results: hours added to the day; appointments added to your calendar; more enjoyment of your position; years added to your life. In short, you become more valuable to your district.

Here are five ways to break the

shackles of poor personal management:

1. Define your function as a school executive.
2. Plan the goals you want to reach.
3. Schedule daily activities—and meet the schedule.
4. Cut delays—reduce phone calls, correspondence and interruptions.
5. Delegate jobs others can do as well as you.

## Define your function

"Why do I have to define my function? I already know what I'm doing," you say.



**TAKE A LOOK AT YOUR PROFILE**



#### LIGHTEN YOUR BURDEN

Nearly all executive training experts agree that a man makes far greater progress in his work if he is able to describe his own job clearly—in writing. This is how you can establish the relative importance of your various jobs, and the relation between your jobs and those of your assistants and staff.

One easy way to define your job is to make a "job profile." This is a chart with three headings: specific tasks; responsibility and authority; and immediate and long-range projects. A job profile can help detail what your position involves and point out the need for reorganization if you have too much to do yourself. Also, you will be able to spotlight major objectives which may have been lost in a mass of inconsequential detail.

The job profile can be the basis of a personal time study. Make a daily chart, dividing each hour into 15 minute segments. Indicate what each time segment is devoted to as the activity occurs—routine office matters, outside contacts,

■ Mr. Josephs, consultant to many of the country's leading companies, is a specialist at finding ways to save time by using it wisely. He is the author of *Streamlining Your Executive Workload* (Prentice-Hall, Inc., Englewood Cliffs, N.J. \$4.95). The book and this article are based on Mr. Josephs' own contacts with top executives.

curriculum study, dictation, etc. After six weeks, you can analyze the picture these charts give you. If you find that less than half your time is being devoted to your most important function, you will know you must begin to delegate some of the more routine chores.

#### Plan your goals

"Planning is half the job," says industrialist Henry J. Kaiser. Efficient schoolmen are inclined to agree.

A workload may seem heavier than it actually is, simply because it is poorly planned and loaded with trivia. Definite plans for long-range projects, broken down into daily activities, can trim wasted effort and reduce the workload.

Won't emergencies disrupt the plan? No. A survey conducted by the American Management Association shows that the largest single chunk of a business executive's time is devoted to planning and organizing activity. Less than 5% of his time is devoted to emergencies. The percentages may differ slightly in the schools, but not substantially.

What the survey didn't show, but is nevertheless true, is that proper planning results in fewer "emergencies."

Good planning has these other advantages:

- It makes you think through to logical conclusions.
- It forces you to get additional information, needed to create effective action and follow-through.
- It helps you choose alternatives.
- It alerts you to follow-up activities—research, decision-making delegation, motivating, etc.

A word of warning: Don't make your initial goal too ambitious. The overly ambitious superintendent often feels bitter, resentful or

## WORKSHOP FOR SCHOOL MANAGERS

frustrated if he can't achieve his goals. Better to set more limited objectives with a better chance of success.

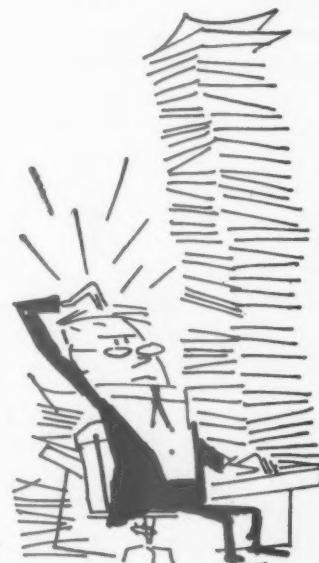
#### Daily scheduling

Go down the list of your jobs on the job profile. Mark off those chores that you yourself do not have to do. What you have left should be a list of "I musts." Now, ask yourself how to cut down each one to take less time and effort.

This is the time to use fresh copies of the 15 minute time segment charts. Opposite each segment, write down a job from the list of "I musts." Combine two or more tasks if possible. Try to let one assignment lead into the next. This makes a smoother schedule.

Schedule your in-office appointments in one block, rather than spreading them throughout the day.

You probably already know which part of the day you are at your peak. Schedule your difficult and unpleasant jobs for this part of the day. Putting them off to a period when you are not at your peak



CAN SOMEONE ELSE DO IT?



### THE PHONE'S FOR YOUR CONVENIENCE

just makes these tasks more difficult.

Another hint: Schedule the longest, largest or toughest jobs for early in the week. Chances are you'll have more free time then. And doing the tough jobs first gives you the psychological feeling that the week's "hump" is over.

Some efficiency experts recommend varying the types of jobs in your schedule. This minimizes monotony, the cause of most mental slumps.

At the end of the day, take 10 minutes to go over your schedule for the next day. Or do this at the end of the week for the following week. You'll have less concern about your office when you get home.

#### Cut delays

The story is told of a superintendent who was interviewing a

teacher candidate in his office. After the telephone had rung several times, and had gone unanswered, the teacher questioned the superintendent. His reply: "That phone's for my convenience."

Here are some tips to make your telephone work *for* you, instead of *against* you:

1. Is the call really necessary?
2. Is the phone the best way to convey the message?
3. Be prepared when you call, and talk in specifics.
4. Call when you're sure you can reach your party.
5. Have your secretary screen incoming calls. When you don't want to be interrupted, have her say you're out.

With letters, answer them as soon as they are received. When you read a letter for the first time, jot down a note *on the letter* to aid you in replying. Your secretary may be able to answer some letters from your notes.

Dictating equipment is a help. You don't have to wait until your secretary is free, and you can answer a letter while it's still fresh in your mind. You don't have to slow down to her shorthand speed. A portable recorder will enable you to dictate any time, any place.

Prefabricated letters, paragraphs or phrases will help you systemize routine correspondence. With a few notes from you and the prefabricated information, your secretary or assistants can write letters for you.

Here are some other ways you can cut delays and interruptions:

Tell your secretary when you want to be alone, and do it as often as necessary. She'll head off the interruptions.

Discuss and coordinate your time schedule with others in your office. Let them know where you are, or where you will be, when, and how long you will be gone.

Tell visitors politely just how much time they will be able to spend with you. They'll come to the point faster.

#### Delegate routine matters

As a superintendent, you should be able to liberate up to three hours a day just by delegating responsibility—and authority—to the proper persons.

You usually cannot delegate policy items, but you *can* delegate routine or repetitive items, and items where subordinates have the ability and facts to make decisions. If you have fears about delegating because "it won't be handled properly," think about it. Have you given your subordinates a chance to prove themselves? Maybe you haven't hired a qualified assistant—one who can take a load off your shoulders.

There's no secret to delegating jobs properly. When making an assignment, don't insist on your assistant doing the job your way. (It will help to make a suggestion, however.) Define the problem and explain policy. Then, show pleasure in a job well done. End



SCHEDULE THE TOUGH ONES EARLY IN THE WEEK

# GUARANTEED: Accurate enrollment predictions

Faulty forecasting of enrollments can cost your community money, deprive students of a chance for a first-class education. Here's an easy way any district can determine exactly how many pupils will be in every classroom next year.

By J. N. JOHNSON



Mr. Johnson is a curriculum specialist with the Pennsylvania Department of Public Instruction, Harrisburg. He was formerly supervising principal of Shaler Township, located in Allegheny County, near Pittsburgh.

- What will be your first-grade enrollment in September, 1962? 1963?
- How many pupils will require transportation?
- How many will start in parochial schools? How many will transfer to public schools later?
- How many will attend each grade, kindergarten through 12th?

Every year, thousands of school officials play this guessing game. Fortunate is the man who comes up with the right answers regularly. It doesn't happen often.

One district gets the right answers every year—with the help of lay volunteers. Schoolmen in Shaler Township, Pa., using a community census, are able to predict first-grade enrollments, school transportation, textbook and other needs, with guaranteed accuracy year after year.

And the cost is less than \$300 annually, plus school clerical help.

## How it is done

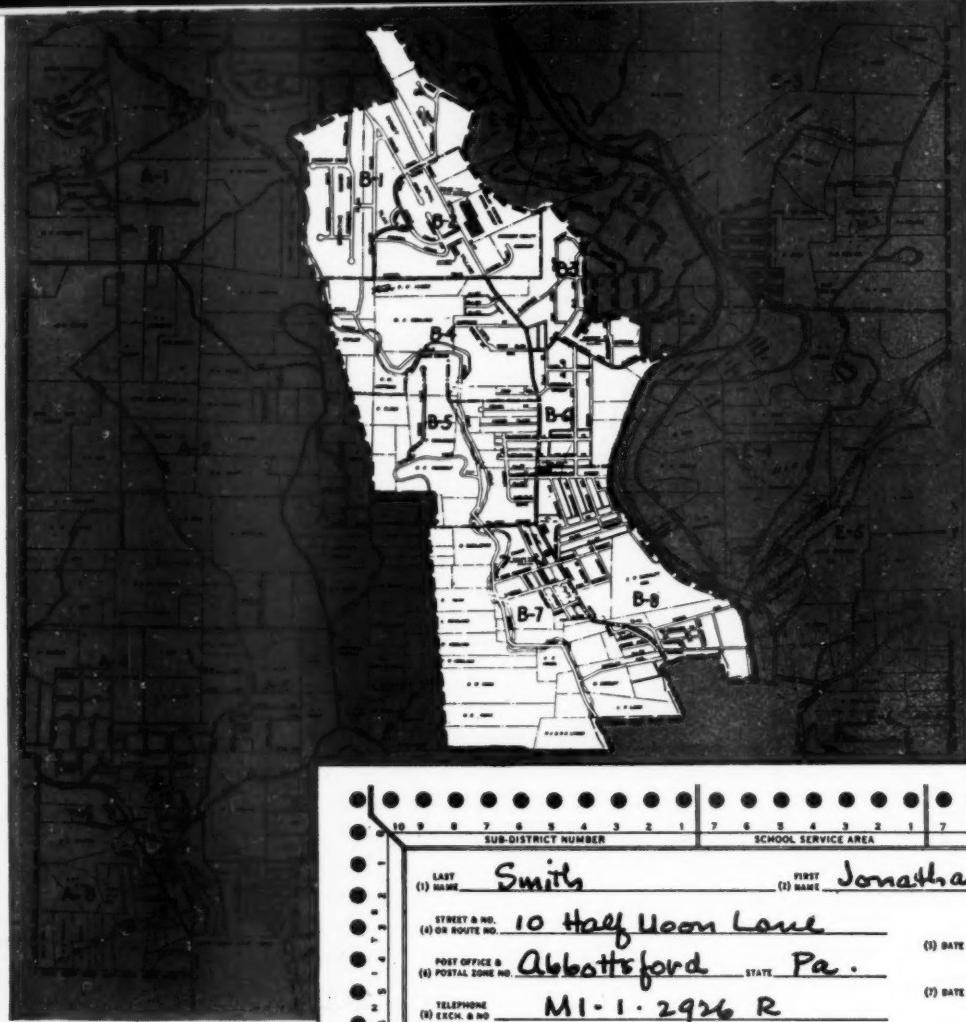
School administrators began by dividing the district into regions roughly corresponding to the areas served by different elementary schools. Each school's principal was appointed "supervisor" of his region's census operation, and he subdivided his territory into areas containing about 500 people.

Then volunteer census takers were selected from among parents, members of civic groups and teachers. The volunteers, who met at the schools, were given census materials, taught how to ask parents for information about children and how to fill out information cards for each child.

After this indoctrination a census team of four or five workers was assigned to every 500-person area within the region. Detailed maps of the areas were made up and given to the teams. Team leaders, most of whom were teachers, assigned each worker to a specific street or block. Thus, each volunteer had to cover only about 30 homes—one or two nights' work.

Usually the field workers lived in the areas to which they were assigned. The fact that they knew their neighbors made their jobs easier. Furthermore, the community residents knew of the census through newspaper articles, through their friends in the PTA, and through the efforts to gain volunteers.

During the actual census, which took about one week, all the field worker had to do was knock on doors, ask questions, and jot down the answers on a rough data card. In the interview, which lasted about five minutes, one card was



**Elementary school district became a census "region," and was divided into areas of about 500 people to be canvassed by five-man teams. Individual volunteers covered one or two streets and filled out cards.**

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(4) OR ROUTE NO. <u></u>										(6) DATE OF BIRTH: <u>34 12 30</u>																																					
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completed for each minor in a family. No cards were made for childless families.

When he completed his assignment, a field worker reported back to his team leader, who made sure that every house had been contacted and that cards had been filled out properly. When all field workers in an area were finished, the team leader brought the information cards to the elementary principal. The principal certified that adequate information had been obtained from every home.

Using the rough cards as a guide, the principal's secretary then typed the information onto

McBee Keysort data cards. These cards were used because information could be posted to them manually. Later, the cards could be key punched, also manually, to ease sorting for specific indexes of information, such as school, grade, age, sex, residence, etc.

age, sex, residence, etc.

One Keysort card was made for each child. These were forwarded to the central office by the principal and filed there. These cards were used for all studies. The receiving school retained the originals made by the census takers.

After completing the cards, the secretary then typed out three master lists of children and the names of their parents, their addresses and

telephone numbers. Two were forwarded to the central office and one was retained by the receiving school.

The first year, obviously, was the hardest. With the system set up, each subsequent year the field workers merely check their assigned areas to see if there are any changes. The worker's copy of the master list serves as a guide. If any changes occur, school authorities are notified on forms provided for this purpose.

The amount of work done annually doesn't exceed 10% of the entire project. The district itself keeps in touch with housing contractors and building inspectors to

learn of any contemplated construction.

Over the years there has been comparatively little turnover in census takers, most of the volunteers being willing to remain on the job. Although the district does not pay them, it does hold a dinner for the volunteers once a year, and presents each census taker with a token gift.

#### How to use the data

When the district receives copies of the cards from the principals, they are classified according to the year in which the children were born. This shows whether a child is of pre-school age, school age, or past-school age.

From the pre-school cards, the district determines how many children will be entering the first grade, when they will enter, and whether or not a parent intends to send a child to a parochial school.

One year before a child enters the first grade in the public schools, his name goes on a list which is sent to the principal of the elementary school. This is the assignment list. Assignment lists are also made out for all other grades. Since the principal gets an accurate count of first graders a year in advance, he has ample time to plan everything.

As a courtesy, the district also compiles a list of children who will be entering the first grade of nearby parochial schools, and sends it to the proper authorities.

For the children already attending public school, the cards constitute a complete tabulation of enrollment. They are easy to sort by geographical area, by age, by grade in school, etc. Clerks, having no special training in data processing, do the work manually. If bus routes are being planned, for example, the cards serve as a handy guide. All the necessary information is there.

The data cards are helpful in other ways, too. Budget planners use them to pinpoint exactly the number of pupils who will be in each grade in each school for as many as 12 years in advance. Population shifts and growth can be spotted easily when new school facilities are planned. And since a child's card is retained until he is 20, the district can plot the potential for a community college. End

## E xplorations in E ducation

# A low cost way to Better Guidance in the elementary grades

Here's how Lawndale, Calif., has reorganized its elementary schools to provide better specialized teaching and at the same time to beef up its teacher-run guidance program.

By HOWARD J. DEMEKE,  
*Superintendent, Lawndale, Calif.*

■ ■ ■ More money would solve a number of the problems schools face today. But there are many steps that can be taken to improve education that don't cost an extra cent. We believe we have taken one such step in Lawndale, Calif., with the institution of our modified core program.

We were looking for an economical way to set up our elementary schools so that:

■ We could get maximum use

out of our existing resources, especially our teachers.

■ We could insure top quality instruction for every student.

■ We could give teachers with special skills a chance to use and improve them.

■ We could establish a real guidance program from the first grade to the last.

■ We could make it possible for teachers to avoid those subjects which they found personally dis-

## LIBRARY



## ART



**Students** in Lawndale's modified core program receive the benefit of instruction from teachers trained in specialized subjects. Seventh- and eighth-grade students spend an hour a week with a librarian. Art and science are among the

tasteful, a distaste which too often communicated itself to the students.

We think we have succeeded.

### The modified core

In redesigning our elementary school setup, we worked from one basic concept—that the self-contained classroom, while useful in the earliest grades, was not the best possible organization for older children. After all, is it reasonable to expect any one teacher to be able to instruct a group of middle or upper-grade elementary students in all those areas with which they must become familiar?

Lawndale's modified core program divides the day in two. During the core part (encompassing a minimum of 150 minutes each day), a single teacher works with a single group of students. During this period, the language arts (reading, writing and speaking) and social sciences (history, geography and civics) are taken up.

These courses are the heart of our teaching program. Arithmetic is not included. This is not because it is any less important, but because we found that too few of our teachers could—or would—teach it properly. By placing arithmetic in the "departmental" part of our program (200 minutes a day), we felt that we could take our most

experienced and enthusiastic teachers and assign them to this subject.

In addition to the core, upper elementary students (the seventh and eighth grades) receive regular class instruction in arithmetic, science and physical education. These subjects are taught by teachers who have a special interest—and background—in them. An attempt is made to form classes with upper and middle-achieving students, and others with middle and lower students. By grouping in this manner, we feel we can better tailor our programs to the needs of the students involved.

There is one period remaining in our seven-period day. This is devoted variously to instruction in industrial arts (woodshop for boys, homemaking for girls), the fine arts, including instrumental and vocal music instruction, or very carefully selected remedial or enrichment activities for pupils whose specific talents, personal interests or measured achievement warrant such instruction.

Finally, all seventh- and eighth-grade pupils receive one weekly period of library instruction.

### Assigning teachers

Perhaps the most difficult and important step in setting up our program, was assigning teachers to particular departmental courses.

This was done by the principals at the three schools involved. These men made use of college transcripts, personal knowledge of the teachers and individual conferences, to assess the abilities of teachers available to them.

Teachers whose transcripts revealed that they had earned many undergraduate credits in science, for instance, were scheduled tentatively to handle science classes. Conversely, care was taken to avoid giving even a tentative assignment to a teacher whose background indicated lack of knowledge or interest in a subject.

By dividing our day into two parts, we felt that we had accomplished four of the goals we had set for ourselves. We could insure top quality instruction for every student; give teachers with special skills an opportunity to use them; get maximum use from our existing resources; and avoid assigning teachers to subjects they disliked. (We had to assume that any elementary school teacher would be able to teach reading and social studies or she would not have been hired.)

How about guidance? In many respects, teachers and administrators were afraid we might lose out here. After all, in the self-contained classroom, the single teacher a student sees all day has an oppor-

## SCIENCE



## PLANNING



other subjects taught by specialists. Language arts and social studies are taught by homeroom teachers. In picture at right, Superintendent Howard Demeke explains the modified core program to the Lawndale school board.

tunity to guide him. But with a split day, this became more difficult.

We believe that guidance is of basic importance to a good school system. But at this level, we did not see any need for full-time guidance counselors. We determined that the guidance job should remain with the core—or homeroom—teacher. In this manner, no one teacher had more than a classroom of about 33 students to counsel. And these students are the ones with whom she works every day on their basic subjects.

The core teacher is expected to know the background, special needs, interests and concerns of the pupils in her class. She is the one who initiates meetings with parents, either alone or with other members of the staff included.

We have taken two major steps to aid our teachers in their counseling. The first involves giving them a daily preparation period, which can be used in any way the teacher deems necessary. The second is a series of in-service workshops to help teachers with special pupil problems.

### Flexible grouping

To give teachers extra "preparation periods," we have adopted some flexible grouping. Certain subjects lend themselves to large-group instruction. Music apprecia-

tion, chorus, physical education and health have been taught effectively in classes ranging from 70 to 200 students. During these periods a number of teachers are freed for preparation or to carry on small-group activities in such subjects as remedial reading, enrichment, shop and homemaking.

Under the modified core program, the usual teaching load involves the core periods and one special departmentalized subject. A few teachers with special skills will teach a second specialty, but in either case the teacher's curricular load is not as great as it had been in the self-contained classroom. In the old organization, each teacher had to try to be fully prepared in every subject the class was being taught.

Teachers use the extra time available to them to meet with other members of the teaching staff and administration on special pupil problems and to meet with parents. A building guidance committee, including the school nurse, works closely with the district psychologist and organizes in-service workshops in guidance.

We do not claim that our modified core program is the answer to all school problems. On the contrary, we have been making changes for the future. The program just described is the way it is

operating now. By October or November there may be changes, but here are some of the results to date:

We have saved some money. This has been accomplished by centralizing some specialties. Thus, we need science and art supplies only for a few classrooms, not for all, since only a few teachers make use of them.

Teacher acceptance, we feel, has been remarkable. Nobody likes to give up doing something the way it has always been done. So a number of teachers looked towards the new program with real misgivings.

But we moved ahead on the proposition that everyone likes to do what he can do best. If a teacher is strong in science, he will enjoy teaching that subject. Apparently we were right. Despite the opportunity for transfers to a more traditional school, not one member of our teaching staff has requested such a move.

But perhaps the greatest measure of our success after five years with this program, has been in the guidance area. We have succeeded in making guidance an integral part of our core program. This was basic to our whole approach. Being able to provide better guidance to students, we believe, is the strength of our program. **End**

# How to make motorists STOP for school buses



By HAROLD PELLEGRINO  
*Assistant Director for Safety  
Kansas Highway Commission*

■ ■ ■ Schoolmen in Kansas are putting big red STOP signs on their school buses in place of rectangular semaphore arms.

The 18-inch octagonal signs are mandatory equipment, as of September 1, on each of the state's 3,500 school buses which transport 10 or more students. (Smaller vehicles have neither semaphores nor the new stop signs.)

The new signals are identical to traffic stop signs prescribed by the American Association of State Highway Officials. They are surfaced with a reflective sheeting on both sides and are brightly visible at dusk or after dark in the headlights of approaching cars.

The signs, which have small flanges for bolts, are put on buses in the same place as the old sema-

phores. Old arms are cut off near the hinges, and the stop signs bolted on. Signs are manually operated by the bus driver. When the bus is in motion, they are folded back along the body of the bus.

Before the new signs were adopted, they were tested at five Kansas schools. Bus drivers for the experimenting schools found that they stopped more motorists than the old semaphores. The signals proved sturdy enough to withstand high winds and rough use. Results were so good that bus drivers who didn't have the stop signs requested them, and the Kansas Highway Commission recommended that they be mandatory.

Similar stop signals are optional equipment on school buses in Minnesota.

**End**

TRENDS

# Trends in school feeding

What's new and good in school feeding? Four experts describe a few new ideas, challenge some old practices and look ahead to what the future may hold.

■ ■ ■ Four out of five secondary schools currently under construction in the United States include facilities for food service.\*

Two out of three elementary schools being built today include such facilities.

These statistics tell only one story—that school food service is an accepted fact of life. What they don't tell is the kind of service that is being provided.

Food service in general—and school food service in particular—has advanced a long way in the past few years. The day is past when an untrained cook can successfully cope with all of the problems involved in buying, preparing and serving an appetizing lunch for children.

Food preparation has been drastically affected by the availability of frozen foods.

Menus are being built more and more around subsidized foods, making it possible for most schools to serve good food at a lower price than the "greasy spoons" that surround the campus.

The increase in the cost of labor has led to the introduction of expensive and complicated machines in the kitchen.

And the very great increase in the number of students has resulted in important changes in the service of food itself.

How do these changes affect the schools? What is being done to improve the preparation, service and taste of school lunches?

In this tape-recorded interview, a superintendent of schools, a school business manager, an architect

TRENDS

TRENDS

TRENDS

\* Figures compiled by the School Construction Reporting Services of School Management Magazines, Inc.



The panel members were:  
left to right

**Richard Flambert**

**Dr. S. C. Joyner**

**Dr. Norman Scharer**

**C. William Brubaker**

and a food service consultant take a look at present feeding practices, challenge some accepted ideas and look ahead to what may be coming in the future.

Participants are Dr. Norman Scharer, superintendent of the Santa Barbara, Calif., City School Dis-

trict; Dr. S. C. Joyner, business manager for business affairs of the Los Angeles City Schools; C. William Brubaker, partner in the architectural firm of Perkins & Will, Chicago and White Plains, N. Y.; and Richard Flambert, food service consultant and designer, San Francisco.

**Q. When a new school is being planned, should provision for serving lunches automatically be included in the plans, or is this another unnecessary frill that has grown up around education?**

SCHARER: I would say that we are beyond the point where food service could ever be called a frill. I think the need for serving a good hot lunch in most elementary schools is no longer debatable. In the high schools, distance makes food service a necessity. When you're bringing students in from many miles away, you can't expect them to go home for lunch.

**Q. Couldn't you simply provide space for eating and require that students bring their own lunch?**

SCHARER: That would be possible, and in some cases it is done. But that creates problems too. How about the student who forgets his lunch? Or one who comes from a home where lunch is a luxury? And then you get into the business of letting some students go out of the school to buy their meal at neighborhood lunch counters.

FLAMBERT: Now you're getting close to the heart of the whole thing. If the school provides the food, lunch can be an educational meal—conversationally, and because you serve good food. If it were left to each student to simply bring his own, there would be too much nibbling of candy bars and popcorn, and drinking soda instead of milk. This is an important educational consideration.

**Q. Does every school need to serve a hot lunch to its students?**

JOYNER: By hot lunch, you mean a full meal. It is conceivable, after all, that there would be nothing actually hot on a student's tray and it would still meet nutritional needs. I would say that the type of service provided depends on the district, its location and economic situation.

**Q. Does this mean that every school needs a kitchen?**

FLAMBERT: No. The use of central kitchens for a whole district or for two or three schools, has proved successful. Kitchens are expensive to equip. And, if a particular school is too small, even

under the best of circumstances a kitchen becomes uneconomical. Very often a central kitchen can provide a district with better food service at much lower cost.

JOYNER: The size of the district will, of course, affect the success of a central kitchen operation. In Los Angeles, we have a central kitchen for all of our schools. But this is quite a major operation. After all, we serve approximately 200,000 students every day.

**Q. How can a district determine whether its new school needs a kitchen? What guidelines can a superintendent or board member use to decide whether to put in a central kitchen for the district or separate kitchens in each school?**

FLAMBERT: If a district knows that it is going to be building, let us say, three schools in a short period of time, then it might be wise to plan the first school so that the kitchen can be expanded and more equipment put in. Then, as a new school is built, it would be unnecessary to equip it with a kitchen. You could use the one at the

first school. On the other hand, if a district has a whole group of schools, each of them equipped with its own kitchen, and if the program is operating successfully, it certainly would be foolish to scrap the facilities and change over to a central kitchen operation.

JOYNER: I believe the problem is computable. It is possible to tell whether a central kitchen operation is going to be more economical for your particular district than having kitchens in each school. In some cases, even where existing schools have individual kitchens, it will pay to convert.

**Q. You say this is computable. Is this something that a superintendent could do himself or should he go to a supply house for help?**

SCHARER: I would say neither. My experience has been that it is much better to get a food service consultant who has no equipment to sell. We have many reputable food service dealers who give us a great deal of help. My personal experience, however, is that they tend to oversell. The advantage of having a consultant is that he is usually able to point out ways you can save money on space and equipment in a kitchen area.

FLAMBERT: There's more to it than that. Each dealer, after all, has his own particular kind of equipment to sell. In working out specifications, you can be sure that everything on those specifications will be something the dealer himself has.

JOYNER: The consultant can also suggest new methods of preparation that would not be known to many people.

BRUBAKER: That's true. In Newark, Ohio, the range was practically eliminated. Cooking is done in kettles, which, when you see it, is obviously more efficient. This was done on the advice of a food service consultant—to achieve both good food and lower costs.

**Q. Does a central kitchen limit a district in the menu it can serve?**

JOYNER: Not necessarily. For example, we have one school that is populated largely by Mexican children. Because of their environ-

ment, they are particularly fond of beans. Even with a central kitchen operation, we are able to provide them with a greater number of meals based upon the use of beans than would be accepted in other schools in our system.

**Q. How can this flexibility be provided?**

JOYNER: We know from experience that this particular group of children would prefer some special item on the menu. In this case, it's beans. In another case it might be spaghetti. There is a supply of these foods kept in the freezer at the central kitchen. Once or twice a week food is defrosted and reheated and sent to the particular schools that request it.

FLAMBERT: This is no hardship for the central kitchen as long as it is organized properly. The problem is, too many central kitchens are not properly planned, and that is where we run into problems. So many changes are taking place in the food preparation industry that it is difficult to keep up with them. And yet, if a kitchen is planned without taking them into account, it is outmoded almost before it gets into operation.

**Q. What are some of these new things that are happening in food preparation?**

FLAMBERT: The use of frozen foods in the schools is certainly the most important thing that has happened recently. Advances have been made, of course, in the preparation of food. Mashed potatoes,

for example, can now be made without the need for peeling, for steaming the raw potatoes and then adding butter and spices to them. We have packaged potatoes now that can be poured into a kettle without being touched by human hands. There are mixer kettles which make it possible, even when you are using raw potatoes, to simply do the whole operation in one kettle. But all of these are minor compared to what is coming in the next five years. Within five years' time we won't concern ourselves with frozen foods at all. We'll concern ourselves with dehydrated foods. All that will be required is cold or hot water to prepare our foods.

**Q. You're talking about meat and everything else?**

FLAMBERT: Yes, I'm talking about steaks which are now dehydrated and frozen. But ways are being developed to dehydrate this food without freezing it at all. There will be no need for refrigeration. And all you will have to do to serve a portion will be to add water.

BRUBAKER: I think we are coming to the time, too, where food preparation and service will be more and more automated. Perhaps some day you will walk into a school cafeteria and find very few cafeteria workers. The child will simply be handed a prepared tray, all made up from foods taken off an assembly line.

**Q. You mention food service.**

**"We want to get the kids off the line quickly—then give them a chance to relax while they're eating."**

FLAMBERT



**"Food service cannot be called a frill. The need for a good hot lunch in elementary schools is not debatable. In the high schools, distance makes food service a necessity."**

SCHARER



**What are some of the new ideas in this area?**

FLAMBERT: Here I think you must distinguish between the elementary schools and the secondary schools. In the former, you are serving a plate lunch. Food service is considerably different in the secondary schools, where you are giving students a chance to pick and choose. Certainly in terms of innovation, more is being done at the secondary level.

**Q. What are some of the developments at the secondary level?**

FLAMBERT: Perhaps the most important is the scramble system. Under this setup, we eliminate the usual cafeteria line. Students go in whatever direction they wish. There is a counter where hot food is served, another where salads

and desserts are served. A third counter is for beverages. Of course, in a larger school there might be several counters for each. The youngster goes into the area, decides what food he wants, goes to the counter serving it and gets it quickly. There is no standing in line.

SCHARER: This kind of a setup gives us a chance to display the food, too. We can show the students what we have and, if it's good—as it should be—this encourages them to eat more. Of course, to make any system work, you must have a good cafeteria manager who can see to it that the food is palatable and that the atmosphere is conducive to good eating.

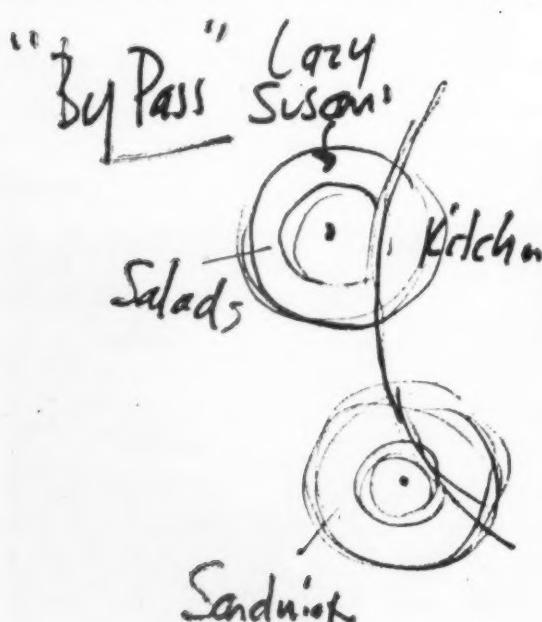
JOYNER: We tried a variation of that, in a few of the Los Angeles

secondary schools, called the hand-out system. With this setup, we had a whole series of windows. The student didn't go into any area; he simply walked up to a window and the food was handed to him. The student was either handed a filled compartment tray or a flat tray with individually dished entree, salad and dessert on paper plates. Then he paid on the way out. We eliminated this system as it was non-selective, precluded an interesting food display, and was costly to operate.

SCHARER: With this hand-out system, you've got to have three or four people serving any particular item. If you don't have enough windows, it just doesn't work at all.

BRUBAKER: Isn't this what an automat does? Only there you have a whole series of windows, you put your coin in a slot and this unlocks the window, and you pull out the food you want.

FLAMBERT: That's correct, only the automat is a very expensive business. That's expensive equipment. But even without all of this automatic equipment, Los Angeles abandoned the system. They found that the scramble worked better. We're working now with a bypass line that is quite successful. The bypass line (*see drawing*) is really divided into three parts—two circular lines and a straight one. When you enter, you come to a circular line which is serviced by a Lazy Susan. This Lazy Susan turns directly to the kitchen and anything that is cold is placed on it. Next to it is a straight



**Bypass line has Lazy Susans serving cold plates and beverages and desserts. A straight line to hot plates can be bypassed if student is not buying the full lunch.**

Sketch by C. William Brubaker

# The Finish is part of the Floor

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"with a good, mild neutral cleaner...no oils, organic solvents or other injurious materials." Hillyard Super Shine-All® is the famous neutral chemical cleaner with 6-fold cleansing action, formulated safe for all flooring. UL listed "as to slip resistance".

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JOYNER

line to the hot food. This is served directly from the kitchen. Then, as you pass on, there is another Lazy Susan for beverages, milk and so on. Now we have another variation of that, called the saw-tooth and it takes about half the space of a scramble. In this case you have a whole series of short lines which students can go to, each one serving a specialized item. All of these are designed to eliminate the long cafeteria line where everybody is held up by the speed of the first person.

**Q. How about vending machines? Could they do a job of quickly and efficiently serving food for a high school?**

FLAMBERT: In the first place, vending machines are pretty expensive equipment. There is nothing economical about their use. Of course, you may not have a great initial cost, since the company that puts them in pays for the machines, but obviously, they must get their investment back. Someone has to pay. The vending machine corporation either rents them to you or prices the food to pay for them.

BRUBAKER: How about setting up a lunch service system where you walk up to an automatic vending machine, insert a credit card into a slot which unlocks a compartment and serves you food. Then,

at the end of a month, you get a bill for all that you spent.

SCHARER: You're going to a very high cost. There is a lot of book-keeping and accounting to do.

BRUBAKER: But you're eliminating cashiers and, in a city the size of Los Angeles or Chicago, for example, it would seem that this might be economical.

FLAMBERT: I have one main objection to the whole idea of vending machines. The product they serve is pretty bad. Moreover, it is expensive and it is not fast. I think the schools can do much better on their own, using automation in the kitchen, using various devices that have already been suggested to speed up the serving lines and forgetting about a lot of fancy equipment that is costly and not necessary. Vending machines may be useful for serving after-school snacks—milk and fruit, for instance—but I can't see them for lunch service.

BRUBAKER: What would happen if you eliminated the serving lines completely? Let's say trays are loaded up in a cart in the kitchen and the cafeteria workers move the carts to students already sitting at tables, handing the loaded trays out as they go.

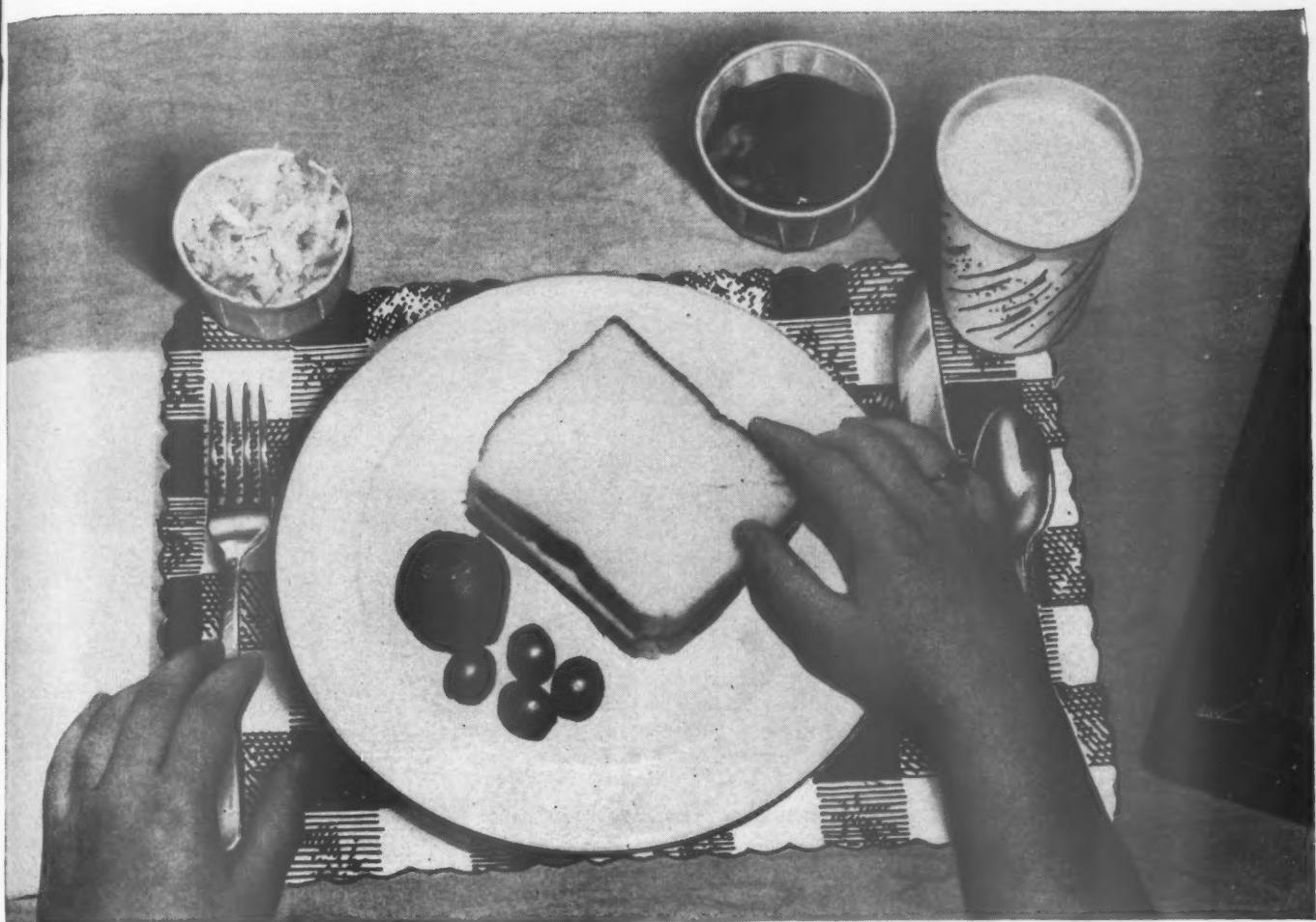
FLAMBERT: There's no reason why that couldn't be done in the elementary schools, where you are serving a single lunch and give the students no choice.

JOYNER: There's one problem there. You'd be serving the kinder-

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BRUBAKER





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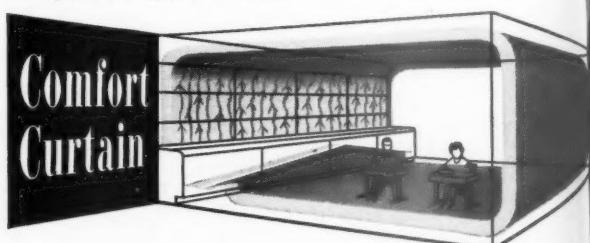
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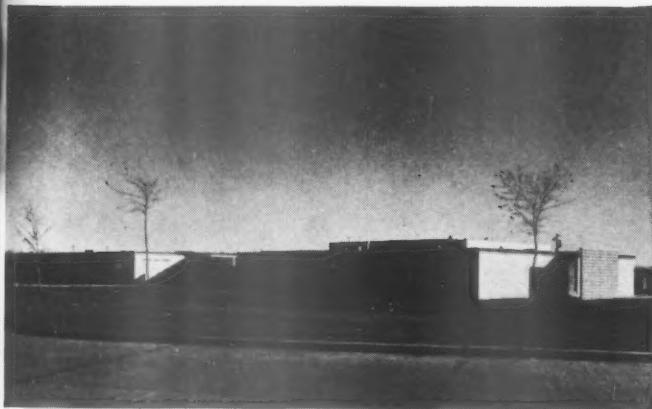
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AUGUST 1961

garten students the same amount as the sixth graders. Some youngsters just do not eat as much.

**BRUBAKER:** This could be worked out. After all, you certainly could fill a tray with less food for a kindergarten student than a sixth grader. But what I'm looking towards is a really fully automated way of serving food. You take these frozen or dehydrated foods that we were discussing, run them through an electronic heating unit so that in 11 or 12 seconds the meal is ready. Put these on a tray, put the tray on a serving cart and out it comes going right to the students. Maybe the trays could be prepared in advance, put on the cart and you just wheel the cart right through this electronic unit. I don't think anything like this is available now, but it should be possible.

**FLAMBERT:** Certain parts of it are possible but there are problems involved. For example, it's pretty hard to put bread, butter and milk on a tray that is going through a heater.

**Q. We've been doing a lot of talking about efficiency and speed in food service. Is the object of the school cafeteria program to hustle students through a cafeteria line, get them eating quickly and out quickly?**

**FLAMBERT:** We think there's a difference between speed on a service line and speed in a dining room proper. We want to get students off the line fast, but then we want to give them a chance to really relax in the dining room itself.

**Q. Does the size or decor of a dining room affect the feeding program?**

**FLAMBERT:** I don't think the size of the room has much to do with it. But the decor certainly does.

**BRUBAKER:** I don't know if I agree with you. Decor involves consideration of size, too. A lot of dining rooms are military-like. They seem to me to be quite an unpleasant place to have lunch. In a huge room, there is almost no way to avoid this situation.

**Q. Would a smaller room, for example, cut down on the noise?**

**JOYNER:** The architect can take care of the noise. But you can't go to a small room if it is going to be for multi-purpose use. You'll want to be able to get at least half your student body in it. You'll want to be able to make it available to community groups during the evening. You have to determine all of the uses of the room when you plan it.

**FLAMBERT:** I would like us to get back to the question of decor. Just as an example of how important it is, we were called into a district where participation in the lunch program was about 26 or 27%. We suggested that they paint the dining room to make it look more cheerful. We wanted to see what effect that might have on participation. Once the room was painted, at very little cost, participation increased. What's more important, children were eating more from their plates.

**SCHARER:** Still on decor, I certainly like to get away from benches and long tables wherever possible, particularly in junior and senior high schools, even though I think some of the modern benches are quite comfortable.

**BRUBAKER:** Pleasant decor can be established in many

ways. I don't particularly like plush dining facilities. I find the thing I warm up to when I am seeking out a restaurant is a pleasant place with a good view and clean air.

I would like to throw in a suggestion. Obviously, I lean towards smaller spaces for dining facilities, but I realize there are certain matters of efficiency and economy involved in large space. What would happen if we gave students the opportunity once a week to dine in a small space and make an event of it? Here's what I have in mind. As individuals,

we vary our eating patterns every day. Maybe if students could have an opportunity to eat in a club atmosphere once a week, they would enjoy it. Why couldn't the camera club or the French club or the music club meet for luncheon and have 25, 30 or 50 kids get a little special treatment on occasion?

JOYNER: This would be similar to a faculty dining room but it would be for the students instead. Of course, some will say this costs more money but what you're doing is taking the lunch hour and con-

verting it to an educational hour. It might very well work. It certainly would add a more personal touch to the lunch program.

Q. Speaking of the personal touch, is there still a place in the small school for the old-fashioned cook who came to work at six or seven in the morning, and got everything going and served a real home-cooked meal at noon to 90 or 100 students?

FLAMBERT: Yes there is, but you must remember this: a few years ago the cost of food itself was about twice as great as the cost of labor. Now we find throughout the country that these two figures are about even. So, in order to cut costs, we have had to go to more efficient ways of preparing and serving the food.

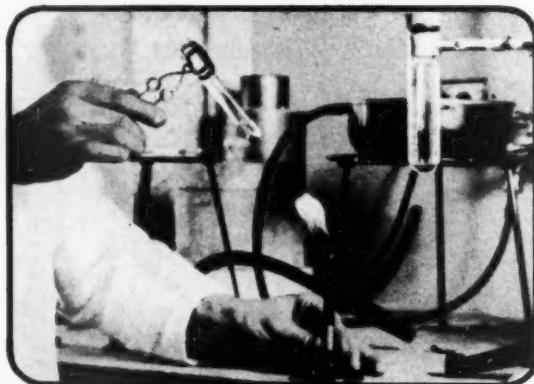
Q. Aren't we beginning to get to the point, however, where there's no more value in serving a good meal? Aren't you simply serving the most convenient meal?

FLAMBERT: That's a very good question and a very serious one. We are now creating a generation of children who will never know the taste of fresh orange juice. They have packaged foods for breakfast and TV dinners for supper. In the late afternoon they have a package of cookies and a carton of milk. But I think you must consider two factors here. In the first place, no institution can serve a real home-cooked meal. That has to be done in the home. In the second place, we have talked about streamlining the preparation and the service of food. But once it goes to the children, that's a different matter. Then we must talk about decor, about a pleasant place in which to eat. Then we must talk about time in which to eat the food. Then we must talk about a good looking dish that will make the food more appetizing.

SCHARER: I don't think we want to raise the children completely. I don't think that it's the school's concern whether a child gets a home-cooked meal or only a pre-packaged one every day. This, after all, is basically the responsibility of the parents. If they see no value in children getting a real meal, that's up to them.

End

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# How to find and hire the hard-to-get teachers

Experienced teachers in math, science and languages won't come running to your district; you'll have to go out and hunt for them.

Here's how one superintendent employed industry's recruiting techniques to locate—and hire—all he needed.

By FELIX FESTA  
*Superintendent  
New City, N. Y.*



■ ■ ■ Finding and hiring experienced teachers isn't really "impossible." They may be disguised or concealed, but they *are* available.

You have to keep one thing in mind—good, experienced teachers aren't out looking for jobs. You must go after them. It is, frankly, a hunt. And the working hunter wins the prize.

In New City, N.Y., we have adopted a hunting and recruiting technique often used in industry. We send a team of interviewers to a large metropolitan area. The team reserves a hotel room and places ads, with the hotel's telephone number, in local newspapers. Inquiring callers are questioned on the telephone. If a prospect sounds promising, he is invited to the hotel for a personal interview. The recruiters check references before they leave town, and when they return to New City, the district knows exactly where it stands. The whole procedure takes less than a week.

The effectiveness of this recruiting technique is surprising. Experienced teachers in metropolitan area find our newspaper ads and on-the-spot interviews hard to re-

sist, even though they may not be actively looking for new positions. It's too easy for them to make a phone call and ride downtown.

Result: Many interviews lead directly to employment. After two "scouting" trips by our recruiting team last spring, our district was able to fill every position requiring an experienced teacher.

We resorted to this recruiting program rather suddenly last April when we discovered that, though our files were bulging with employment applications, almost all of them were from beginning teachers in social studies and English. This didn't do us a bit of good in such subjects as math, science, languages and physical education for women. We knew we needed about 20 experienced teachers in these subjects, as well as several experienced elementary teachers, but we couldn't find them. All our employment resources, such as agencies and college placement bureaus, were unable to help.

We told ourselves there was only one way to solve the problem. "If the teachers won't come to us, we'll go to them."

First a team of three recruiters

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**VIRCO**

was appointed—the director of elementary education, the principal of the junior high school and the principal of the senior high school. These administrators were not given authority to hire teachers on their trips—just to make recommendations to me on their return. It was also understood that each man would interview only those teachers in his area of interest.

I did not consider myself a member of the recruiting team.

After a briefing session, the four of us selected a scouting territory. We knew we'd have better luck in a metropolitan area where there was a large concentration of schools. However, we were careful to select only those large cities that we could top with our salary schedule. This was important, because I did not want the team to do any bargaining, or be tempted to bargain, during the interviews. Not only would that be a breach of ethics—it's distasteful.

Boston, 200 miles away, was selected as the first city to visit. The team planned to interview on a Wednesday and a Thursday during a week when schools in and around Boston were closed. This would give interested teachers a better chance to meet the interviewers in person.

Two things were necessary before the recruiters left New City. First, they telephoned ahead and made arrangements for a hotel room. Second, they telephoned Boston newspapers and inserted large classified ads for the Sunday and Monday before the planned visit. The room was reserved first, because the newspapers would not accept the ads unless the hotel reservation could be confirmed.

Then the team drove to Boston and checked into the hotel. At nine o'clock Wednesday morning the phone began to ring. Many callers were just curious; most wanted appointments. Appointments were not granted, however, unless brief questioning aroused interest.

Elementary teachers spoke to the director of elementary education, junior high teachers spoke to

the junior high principal, and high school teachers spoke to the high school principal. Each of the three administrators, screening their calls, scheduled interviews about 30 minutes apart throughout the remainder of the day and most of the next. (There were only scattered calls after the first two hours and the team found it could interview without constant interruptions.)

When a teacher arrived at the hotel, he was received by the administrator who spoke to him on the phone. Those teachers who did not come with a résumé of their experience and education were asked to fill out information forms before the interviews began. This was not only an aid to the interviewer—it eliminated a lot of routine questioning.

All of the interviewing was done right in the hotel room. Extra chairs and tables had been provided. With as many as three interviews going at once, there was little privacy, but the team did not find this a handicap. Neither did the teachers.

The interviews were streamlined. In view of the circumstances, the administrators felt it was important to get to the heart of the matter quickly. One of their first questions was, "Why do you want to leave your present position?" There were then some routine questions, but since these were experienced teachers, they were probed in depth about their policies of classroom management and discipline, their policies on homework, their willingness to participate in community activities, how they felt about extra duties, etc.

The point was to find out how well these mature persons would fit in with our present teachers. They would be strangers, and we didn't want any morale problems on our hands.

Toward the end of an interview, a teacher was given a chance to ask about our schools. Then the administrator made a choice. If the teacher appeared to be unsatisfactory, he was diplo-

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2 TYPIST

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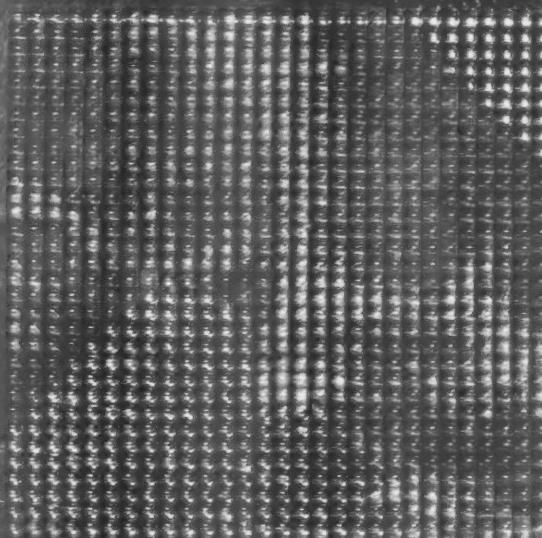
matically told why and thanked for coming to the hotel. Courteous, immediate dismissals saved us a lot of time and correspondence.

If the teacher was impressive, he was given a formal application and invited to visit New City where he would meet me, see the school and classroom in which he would be working, and see the community in which he would live. The recruiters did not schedule these visits, but urged candidates to make the trip as soon as convenient.

At the conclusion of an interview, a candidate was given copies of school bulletins, student newspapers, etc., and told that his references would be checked before the team left town. This was done on the afternoon of the second day. The interviewer simply called a teacher's principal and supervisor for a brief telephone chat. Sometimes a recruiter would expedite a recommendation by having a teacher ask his principal or superintendent to forward remarks directly to me.

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was ready to make a decision, this request was granted.

It hasn't happened yet, but if a recruiter finds an applicant who meets every consideration and is ready to come to New City, he will investigate the references immediately, before the close of the interview. Should the references be favorable, the interviewer is authorized to tell the applicant that a contract will be put in the mail as soon as he checks with me.

When the team returned from Boston, each man gave me a brief report on teachers he had asked to come down for a visit. This was informal, and based on notes he took during the interviews. The reports included facts about a teacher's background, a summary of the references, and the administrator's own opinions and recommendations. All this was helpful when I myself interviewed the candidate during his visit.

About 50 interviews were conducted during the two-day Boston trip. A dozen resulted in visits to New City—at the teachers' own expense—within 10 days.

After I interviewed the candidates, I conferred with the administrators and we agreed to hire six teachers. Not many out of 50 interviews, but these were six top teachers whom we could not have hired—nor even contacted—by any other method.

The recruiting team's venture to Boston was really an experiment. Not that our district had any other choice but to "seek and find," but the fact is, I told the recruiters to take a deck of pinochle cards with them. None of us knew what to expect.

Once the team had returned with its encouraging news, we scheduled another trip to Philadelphia. Recruiting was done on weekends and teacher holidays, and the same basic procedures were followed. By June 1, all of our openings for experienced teachers were filled.

And as for the technique itself, one person called it "wholesale recruiting." He didn't like anything at all about the whole idea. My answer to him is that it works for industry, it works for New City, and he can call it whatever he wants.

End

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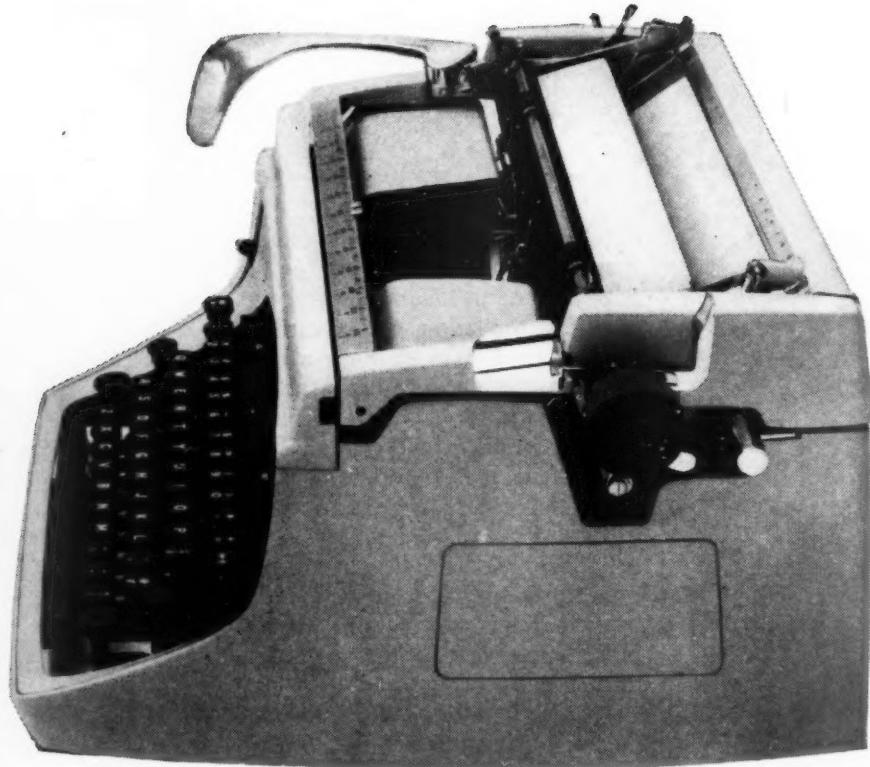
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KENNAN



budget. I think more and more districts are coming to realize the need for assistance, particularly in the area of finance.

ENGLEMAN: I think if the superintendent can't make a budget, if he can't live within the budget, then he had better be looked at carefully. But he must, above all else, know the school program. He can't administer the budget correctly if he doesn't. The education of kids, and not the manipulation of funds, must be his primary job.

**Q.** How about public relations? ENGLEMAN: That's important. But sometimes I think we overdo it. If a child goes home feeling that he's been respected and that he's been doing worthwhile things, if he's excited about his work, his parents will get excited about it too. That's good public relations. In other words, a good school system is the best kind of public relations. Sometimes boards forget that. They look in the newspaper every evening to see if there's a news item about schools and if there

isn't they come back and they say that the superintendent is a poor public relations man.

**Q.** So far you have agreed that other than breaking the law the only really proper reason for firing a superintendent is incompetency. But, at the same time you have suggested that boards themselves are not competent to judge this. How is a board to decide whether or not to retain a superintendent? Should it question his associates and those who work for him concerning his competence?

ENGLEMAN: A good superintendent is constantly bringing those people into contact with the board. I think the question of carrying on an investigation is a pretty dangerous deal.

**Q.** Then you wouldn't go to every principal and say, "How do you like this superintendent?"

KENNAN: I certainly wouldn't put it that way.

ENGLEMAN: I'd hope that the board would naturally want to know the feelings of its profes-

al staff. And a good superintendent will want them to know that.

KENNAN: A lot of course depends on the way a question is asked and the approach that is made. There was a recent situation where a poll was taken of all the principals and all the teachers concerning their confidence in the administration. There had been claims on the one hand that this man was a great leader and highly respected and, on the other hand, some people claimed that he had lost the confidence of his staff and was therefore unsatisfactory. The poll showed that the latter was true. In this case it turned out to be a pretty good measuring stick. I think such a questionnaire should be used very seldom and with extreme care.

**Q** **What other methods can a board use to get a better line on its superintendent?**

KENNAN: One thing above all else. The board ought to have the



*"Do you believe that the final answer should come from a committee of the superintendent's peers? . . ."*

KENNAN

kind of relationship with him so that down through the time he's been employed the members have had a chance to talk with him privately. They should have indicated where they were satisfied and where they saw problems. Then, if the time ever came when the board failed to renew a contract, it would not come as a shock. It wouldn't be like the stroke of a guillotine. It would be a case of the superintendent's knowing that there are problems and some of them have been solved and that there are others where there is no meeting of minds.

ENGLEMAN: Right. If the board of education thinks a superintendent's public relations are inadequate, for example, then say that to the man and let him produce any evidence he can. If you move on to something else—if the curriculum has not been changed or shifted, and they're using the same textbooks used 30 years ago—then he's not producing the evidence to show movement forward. The board wants to know if he is working as closely with the elementary people as with the high school people. Maybe he's neglected to bring that in. If he isn't able to show that he's doing a good job in this area, the board is building up evidence against him. This ought to be an on-going thing—all the time.

KENNAN: Both the board and the superintendent ought to know where the areas of agreement are and where the areas of disagreement are. And the superintendent ought to be given the opportunity to improve. He shouldn't just be told, "This is wrong," and then Bingo! he's fired.

**Q If a board is going to decide whether or not to retain a superintendent, when should this decision be made?**

KENNAN: He certainly should be given adequate notice prior to the



*". . . Legally you can't do that. But,*

time that his contract would be renewed. You have to keep in mind that a lot of changes are made in the early spring and that a superintendent, if he's had notice prior to that time, has the opportunity to seek a position elsewhere without jeopardizing his professional career. This is a matter of good human relations more than just professional practice, because you give him a chance to make the change under proper conditions.

ENGLEMAN: If a board is thinking in terms of firing the man it has to do it at one time. If there's no feeling on the board that there's anything wrong, there's no need to take any action until it gets

near the end of the year. But if the man is to be fired—and the board has made up its mind that way—it ought to be done immediately. Provided it has warned or given him a chance beforehand.

KENNAN: Wouldn't you agree that it is important in general that such action take place at a time when he could find another position?

ENGLEMAN: That's correct. If the board members were sure it would be an affirmative decision, there would be no need to say in Sep-

**Q. Should a superintendent be asked to resign?**

KENNAN: I think it's a kind thing to give him the opportunity to resign if there's good reason for his leaving. Maybe I stated that wrong. If there is good reason for his leaving, maybe he ought to be fired.

ENGLEMAN: I would hate to resign from a job when I thought I was doing a good job and didn't want to leave. That would be admitting that I was wrong.

**practical matters? Should he be asked to give up his school responsibilities immediately?**

KENNAN: Not if he's a competent professional person.

ENGLEMAN: He's the superintendent of schools. I don't know how he can give it up.

**Q. Isn't his position with his staff and the public badly weakened at this point?**



But, *in the final analysis, there is no other good basis for judging him."*

ENGLEMAN

tember, "We'll hire you to begin your next term in June." But when they are thinking of firing him, they must make that decision in time to give him a chance.

**Q. In a recent case, the Defense Commission criticized a school board because it called the superintendent in and said, in effect, resign or be fired today. Obviously, you felt that this was an incorrect way to handle it.**

ENGLEMAN: Unless the man had committed a moral depravation of some kind, this is wrong. Of course, there are times when the board has to move quickly. After all, it is responsible for the protection of the students.

KENNAN: There have been several cases where I wish the fellow had not resigned and had insisted on being fired. However, some superintendents in this situation have chosen to resign but in their resignation statements they have made it quite clear that they were leaving under pressure. They explained to the public exactly why there had been conflict between themselves and their boards. In these cases, resignation probably was the best way to handle the situation.

**Q When a superintendent is fired, what is his position for the rest of the year in terms of**

ENGLEMAN: If it has been publicly announced that he's been fired, it would certainly be weakened.

**Q. If a board decides in October that it will not renew its superintendent's contract, should this be made public at that time? Or is it better left quiet until nearer the end of the school year?**

KENNAN: I can think of many situations where for the sake of the school system it would be better if a public announcement weren't made until near the time of the separation. On the other hand, if he's really a strong professional person, he is not going to lose much of his power in the school

**"I don't see how you can keep why a man was fired from the public. That's dangerous."**

ENGLEMAN



**"I would take a slightly different position. Where possible, I would leave it to the individual as to whether he wants it to be known."**

KENNAN

system merely because he's not going to remain there.

**Q.** Isn't there a danger in not letting the public know that the man has been fired? Won't rumors get started?

KENNAN: Yes. This is a very real danger. The most dangerous part of it is that when the rumors start, there will be no official explanation of why the man has been fired.

**Q** **Should the superintendent be told exactly why he is being fired?**

KENNAN: I feel very strongly that he should know. I think if he's really perceptive, he is going to know anyway. There have been cases, however, where a man in all sincerity hasn't known what the difficulty was.

ENGLEMAN: He should have known it long before he was fired. The board should have told him.

It should have given him a chance to change.

**Q.** Should the public be told why the superintendent was fired?

ENGLEMAN: I don't see how you can keep it from the public. It would be very dangerous to try to keep a thing like this a secret.

**Q.** Should the public be told the real reason or should the board issue a political statement for public consumption?

KENNAN: I would take a slightly different position on that question. It would depend in the first place somewhat on circumstances. In the second place, I would leave it somewhat to the individual himself as to whether he wants it to be known. For instance, we have taken the position that a hearing for a teacher's dismissal should be public or private depending on the teacher. If she wants a private hearing to be told what her faults are, that's all right. If, on the other hand, she thinks she has nothing to lose and her record is clear and

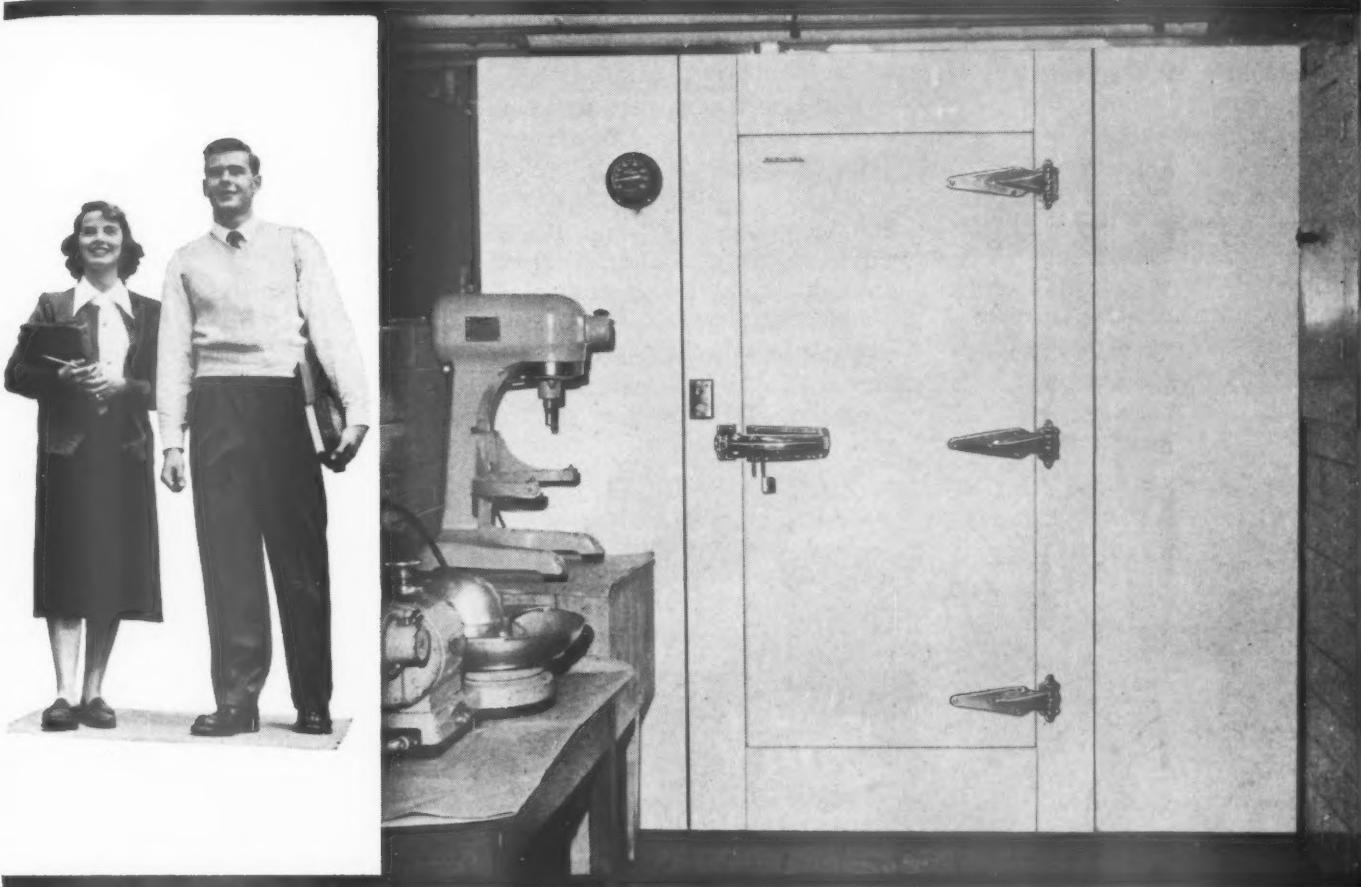
she wants a public hearing, she should have that right too. I would feel the same way about a superintendent. If he prefers to just slip quietly out of the picture, he should have a chance to do it. But, if he feels his record is good and he wants the world to know about the issue at stake, I would say that he has a right to that too. Would you agree with me on that?

ENGLEMAN: I don't question that part of it. I'm not so sure that it's fair for the next employer, if there is a good justification for firing a person, that it not be made public. This is an awfully serious thing you know. I hate to think of a man who was fired justly, going over to a neighboring community and getting a job. The people over there don't know the conditions. I don't think it's fair to them.

KENNAN: Isn't that a weakness on the part of the latter community for not checking to find out?

ENGLEMAN: It's a problem. Sometimes the hiring district makes a real effort to find out about the man it is considering. It goes to his former employers and either they're afraid to tell the reasons why they fired him, because of a possible lawsuit, or they've gotten rid of him and they have good will and they can wish him off on somebody else. I think it's pretty dangerous. If the justification for firing a man will hold up in one community, it probably will hold up in another. Not always, of course. But that gets around to the question of forcing a board to gather enough evidence when it fires a man. And I don't think they've done that in many cases. They've just gotten disgusted with the man and they say go. Somebody got mad at him—so the best thing to do is to fire him. The superintendent doesn't seem to have much in the way of rights. Not nearly as much as a teacher has. KENNAN: That underlines the fact that in many ways he needs protection more than some of the teachers do. There's nothing that

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makes a man a poor superintendent more than being insecure. If he's afraid of his shadow, he's not much good.

**Q.** Should a superintendent have tenure as a superintendent?

KENNAN: Yes, I think so. To me, tenure should mean only fair dismissal procedures. And the protection of competent individuals. If that is what it means and can be assured to be that, then I think that the superintendent needs tenure even more than the teacher.

**Q.** But wouldn't tenure tend to put the superintendent in the position where he cannot be fired? Wouldn't this be a great temptation to slack off on his job?

ENGLEMAN: Again, here we come back to the question of professionalism. If a man is a true professional, that would never happen.

KENNAN: Also, note that I said tenure should mean fair dismissal procedures and the protection of competent individuals. This doesn't mean that a man can never be fired.

And it doesn't even mean that he should have necessarily the kind of tenure that a teacher has. It does mean that he should not be subject to the whims of a board of education. I know of one recent case where the superintendent resigned because the community was pretty evenly split. In each board election a different faction gained control. One year the board supported him four to three. The next year it attacked him four to three. A superintendent caught in this situation can feel pretty insecure. But if he's doing a good job, and if he has tenure, he does have a measure of protection.

**Q** *If a superintendent feels that he has been unjustly fired, what recourse does he have?*

KENNAN: It depends to some extent on the state in which he works. Of course, within the profession, he can appeal for a hearing and a chance to state his case.

ENGLEMAN: He always has the right that anybody else has of explaining his predicament to the public. If he can't do that, it's a bad community and he's just as well off getting out.

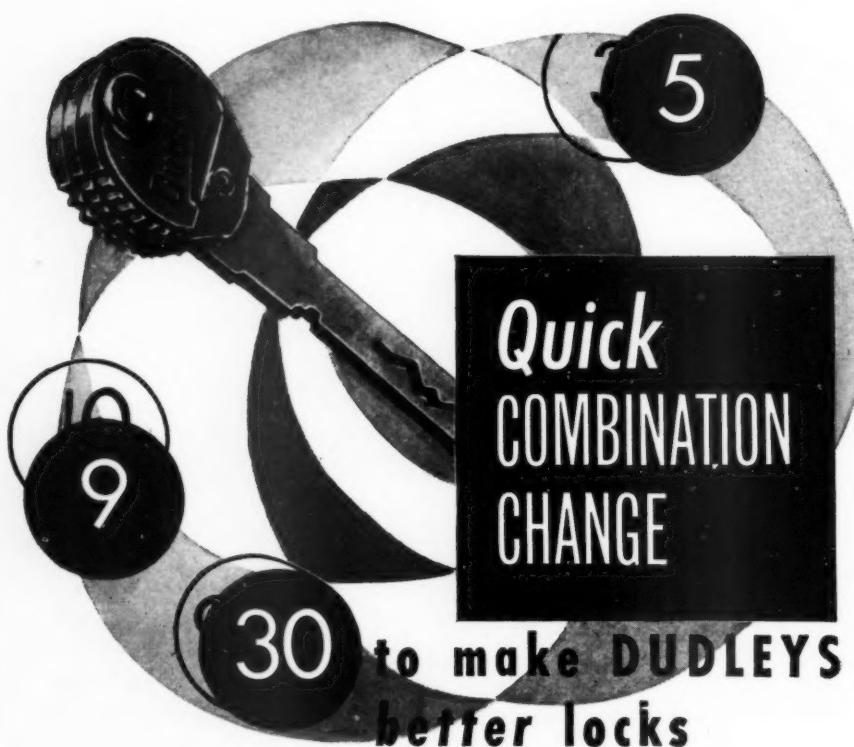
**Q.** If the superintendent is fired in what is considered an unjust manner, should the teachers and other administrators, as well as the superintendent himself, take part in any organized pressure groups to change the decision?

KENNAN: Yes, of course they should because he is a member of the profession and if anyone in the profession is treated unjustly, in the long run it damages everyone.

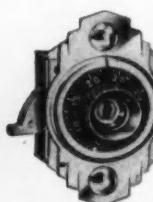
**Q.** Should the staff members submit their resignations?

KENNAN: In several instances they have. There was one case that I investigated where all but one teacher offered their resignations to take effect at the end of the year, primarily because of the way the board had treated the superintendent. It was one of the best actions, professionally, I think I have ever known.

**Q.** Should a superintendent be asked to take a lesser post in his district? And if he is, should he accept?



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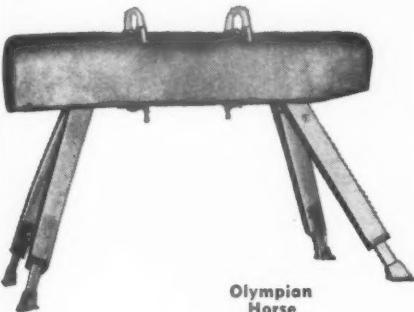
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KENNAN: I would have to say no to that.

Q. Isn't it true that in some states the superintendent has tenure as a teacher so that he can be fired as a superintendent but not as a teacher?

KENNAN: Yes, that is true. And some states—Massachusetts and New Jersey—give the superintendent tenure as a superintendent. As to whether a superintendent should accept a position as teacher in his own district, this is something that must be a personal decision. If he wants to, he should. I couldn't.

**Q** *If a board is undecided about its superintendent, are there any groups or people to whom it can turn for help in evaluating him?*

ENGLEMAN: Yes. They could turn to the state department of education or to a group in his own organization of school administrators. The board could ask its state association of school administrators to form a committee to evaluate the man. The state association would pick out three or four of its ablest people and they would sit down with the superintendent and the board and try to calmly look at his professional competence and how he might improve. As a matter of fact, this is something a board might want to do whether or not it was thinking of firing its superintendent. There isn't any superintendent who doesn't have some areas in which he is strong, and others in which he is weak. That's what makes school administration so exciting. It's a constantly growing occupation. It might be very valuable for him, as well as his school district, to have an opportunity to sit down and really analyze the kind of job he is doing.

KENNAN: Of course we must come back to one overall fact. The most important job a school board has, is to select the right kind of man to be its superintendent. If they select the right man and then work with him, it is unlikely that the board will ever be faced with the need to fire him. End

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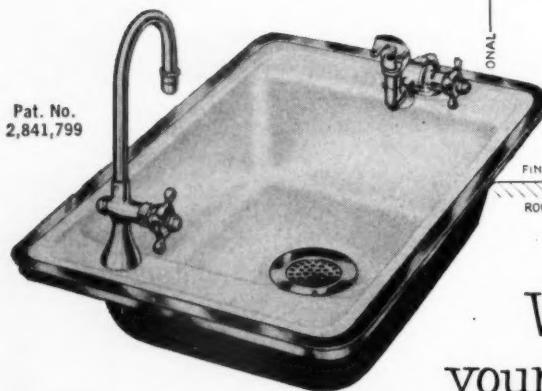
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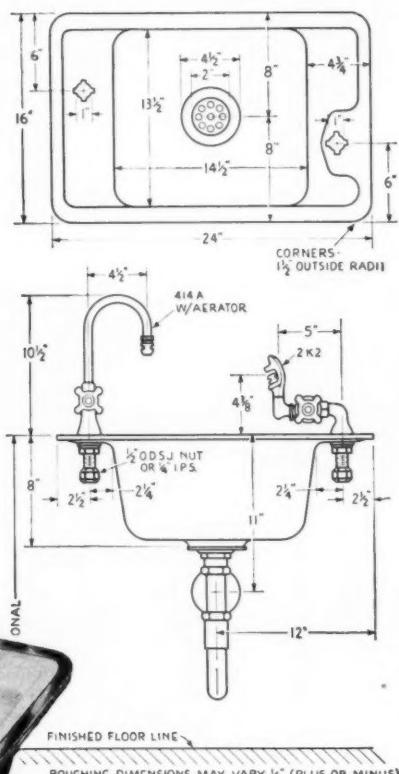
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A four-track stereo and monophonic record/playback tape recorder, which can also be used as a self-contained public address amplifier and speaker system, has been announced by the North American Philips Co.

The three-speed recorder is provided with several input and output jacks. It will "mix" (record two signals simultaneously or in sequence) from microphone, tuner or phonograph in-



## "Mr. Edward Moyer says, after using The Reading Laboratory Inc.'s DR Skill File."

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Mrs. Vachio comments

"The exercises were a wonderful supplement for textbook work . . . they dealt with subjects that the students were either familiar with or would shortly get to know."

Typical student comment

"I gained a lot from this course despite the fact that I didn't like to read before I took it."



Mrs. Rose Vachio, Reading Instructor  
West Hempstead, N. Y. School System



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put. The machine is furnished with a microphone.

For more information, circle number 835 on the Reader Service Card.



#### Filing units

The Remington Rand Co. has expanded its line of "Kard-Veyer" filing units to include five new models of smaller capacities not previously available.

These mechanical units feature transistorized operation and safety de-

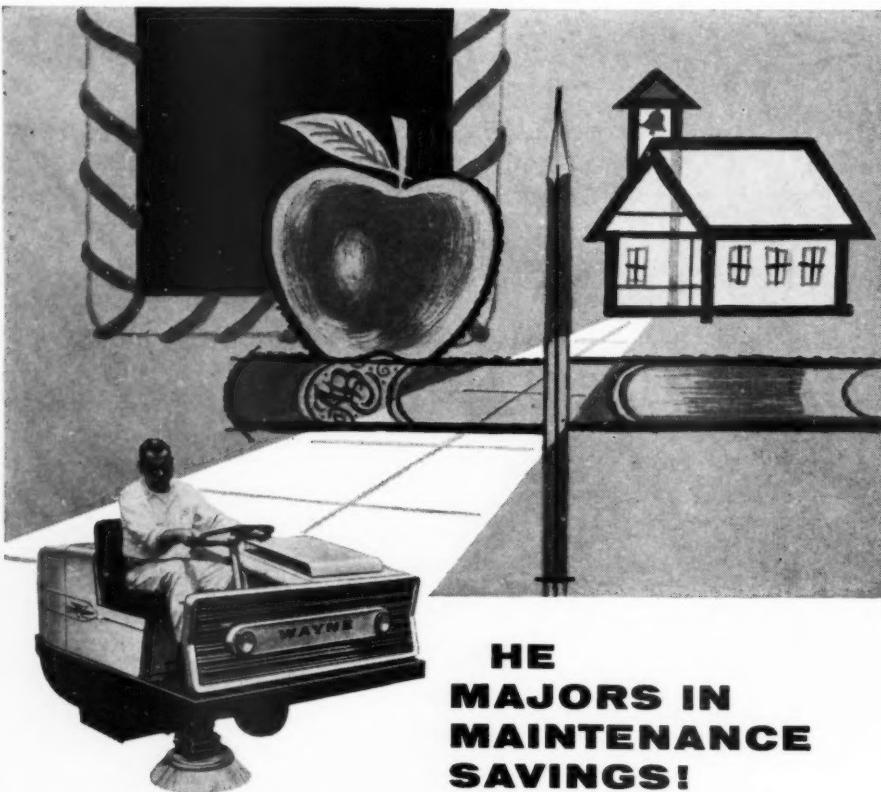
vices which afford complete protection for operators. They have automatic pushbutton selector panels, with large working areas for posting. A roll-top hood protects the files and records when the unit is not in operation.

For more information, circle number 879 on the Reader Service Card.



#### Self-service condiments

A mobile caddy unit manufactured by the Caddy Corp. of America has



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been designed for self-service of condiments. The caddy has six 2½-quart stainless steel jars for ketchup, mustard, etc.

The caddy is made of welded stainless steel mounted on four-inch heavy casters, two with brakes.

Individual seamless covers hinge into an upright position on each of the jars. The covers, and jars, can be removed for cleaning.

For more information, circle number 863 on the Reader Service Card.



#### Auditorium, gym lighting

A series of fixtures for high ceiling lighting in auditoriums and gymnasiums has been announced by Swiveler Co., Inc. Each unit is finished in kiln-baked aluminum enamel.

The fixtures are equipped with plates or clamps for secure mounting. All are made with spring-tension sockets, and the fixtures can be adjusted to any angle without wingnuts or screws.

For more information, circle number 852 on the Reader Service Card.



#### African films

A series of 13 films, produced on location in Africa, covers a wide range of material on African people, their customs, culture, politics and their struggle for survival. Produced by Birad Corp., the films are available in color or black and white. Some titles are "Mombassa Port," "African Game Farm," and "The Spearmaker."

For more information, circle number 836 on the Reader Service Card.



#### Remove smoke and odors

Designed for use in laboratories and large rooms, an air-cleaning unit manufactured by Electro-Air Cleaner Co., Inc., is said to clean, deodorize and re-

circulate air in rooms of up to 5,000 cubic feet.

The unit is available in a portable model, plug-in floor model and a suspended ceiling model.

For more information, circle number 834 on the Reader Service Card.

■ ■ ■

#### Athletic lockers

Two models of athletic lockers, one with 10 openings and the other with 30, are being manufactured by the DeBourgh Mfg. Co. Each locker opening is ventilated on three sides to insure maximum air circulation.

The units are equipped with legs for single-row or back-to-back installation. They are also available with casters. They are available in seven baked enamel finishes.

For more information, circle number 837 on the Reader Service Card.

■ ■ ■

#### Speech training aid

Here's a dual channel tape recorder, manufactured by Electronic Teaching Laboratories, designed especially for speech training and correction work.

The model has a non-erasable master channel and an erasable second channel. Provisions are made for a monitoring headset for the instructor. The student's work can be self-direct-



ed, since the recorder is "tamper-proof" and simple to operate, or two students can work together with or without supervision.

For more information, circle number 858 on the Reader Service Card.

■ ■ ■

#### Terrazzo floor finish

Maintenance of terrazzo floors is said to be easier with a seal and finish developed by Davies-Young Soap Co. The sealer dries quickly to a high

gloss without buffing, and is nonskid, odorless and will not discolor.

The material can also be used on floors of asphalt, quarry tile, composition tile, vinyl, cork, marble and clay.

For more information, circle number 833 on the Reader Service Card.

■ ■ ■

#### Drawing table-desk combination

A multi-purpose drawing table and desk has an adjustable platform from

horizontal to vertical and all inclinations between. Its height can be fixed at a low of 30 inches and at intermediate heights to 46 inches.

The frame is made of sheet steel. An adjusting device on one leg permits adaptation to any floor condition so the unit is level even on irregular floors.

The drafting board is available in three sizes: 26 by 30 inches, 26 by 36 inches, and 30 by 40 inches.

For more information, circle number 898 on the Reader Service Card.

## DRAMATIC PROOF



#### Turn-Towl's aluminum cabinet wears while others just wear out

Turn-Towl put its own cabinets to the test in the slaughter room of a midwestern meat packing plant. First, the familiar white enamel towel cabinet (like those supplied by most paper towel services) was used a year. Then Turn-Towl's polished aluminum cabinet replaced it — looked just as new 18 months later when it was taken down and photographed.

Other equally dramatic field tests have been made in schools, chemical plants, hospitals. Names are available on request.

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Armstrong Cork Co. ....	18-19
Ogilvy, Benson & Mather, Inc.	
Bay West Paper Co. ....	75
Klau-Van Pietersom-Dunlap, Inc.	
M. D. Brown Co. ....	17
Wendt Adv.	
Clarin Mfg. Co. ....	61
Gourfain-Loeff, Inc.	
Crane Co. ....	Inside back cover
D'Arcy Adv. Co.	
Dudley Lock Corp. ....	68
M. Glen Miller Adv.	
E. I. DuPont de Nemours & Co., Inc. ....	70
Batten, Barton, Durstine & Oshorn, Inc.	
Durham Mfg. Corp. ....	71
Fred H. Ebersold, Inc.	
Gaylord Bros., Inc. ....	76
Barlow Adv., Inc.	
Graflex, Inc. ....	Inside front cover-1
Hutchins Adv. Co., Inc.	

Hampden Specialty Products ..... 20  
Sackel-Jackson Co., Inc.

Haws Drinking Faucet Co. ..... 72  
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Buchen Co. .... 3

J. I. Holcomb Mfg. Co., Inc. .... 24  
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Foote, Cone & Belding

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Ralph Smith Adv.

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Nor-Lake, Inc. .... 67  
Kerker-Peterson, Inc.

Philco Corp. G. & I. Group .... 54  
Maxwell Assoc., Inc.

Porter Athletic Equipment Co. .... 69  
Reuland Adv.

Reading Laboratory, Inc. .... 73

Rockwell Mfg. Co. .... 27  
Marsteller, Rickard, Gebhardt & Reed, Inc.

Shwayder Bros., Inc. .... 6  
Grey Adv., Inc.

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Buchen Co.

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Cunningham & Walsh, Inc.

Oliver C. Steele Mfg. Co. .... 71  
Douglas Clark Adv.

Trane Co. .... 22-23  
Campbell-Mithun, Inc.

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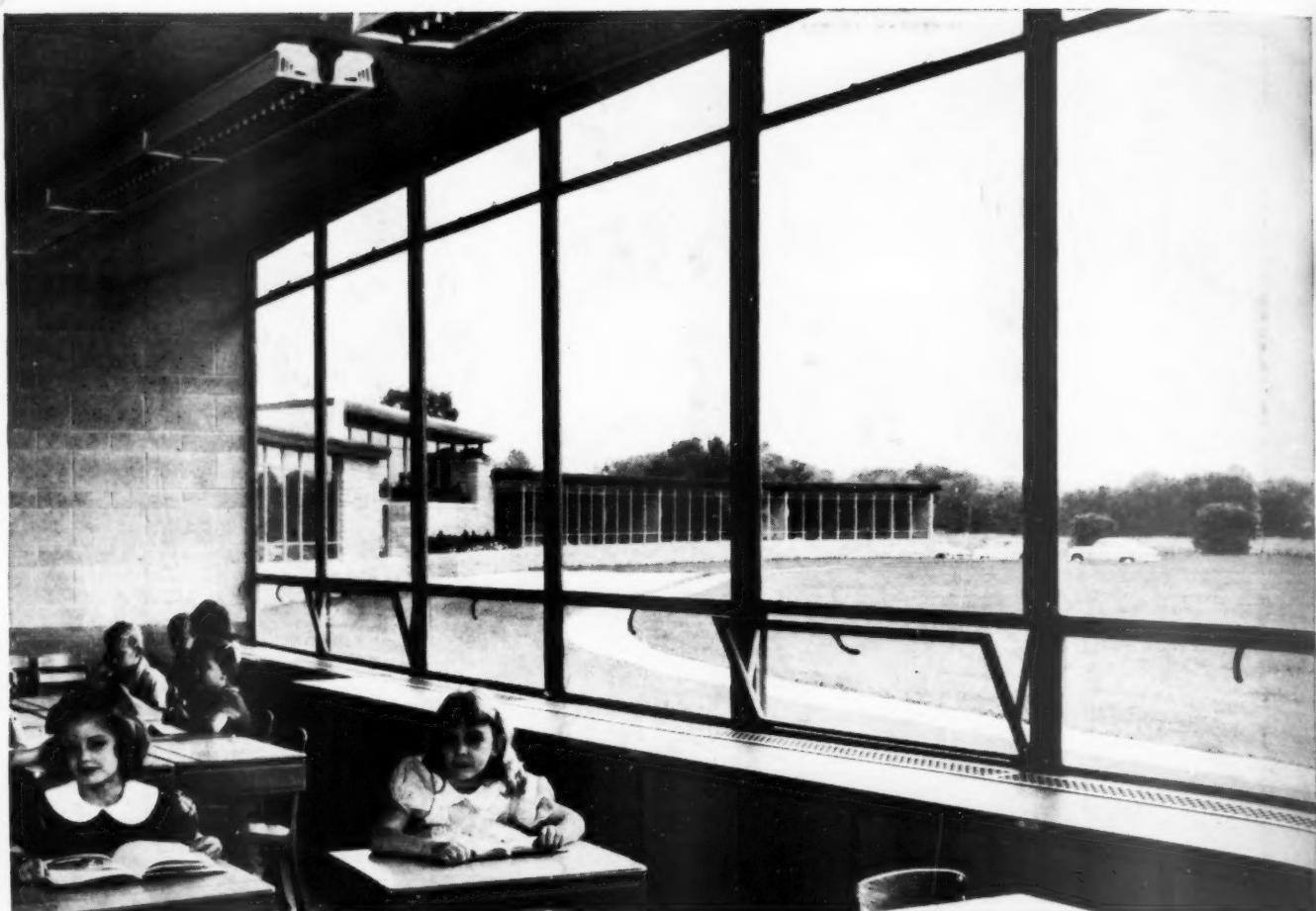
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